College and Research Libraries

Importations of Foreign Monographs under the Farmington Plan

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New Periodicals of 1949

The New Library Building of the North Dakota Agricultural College

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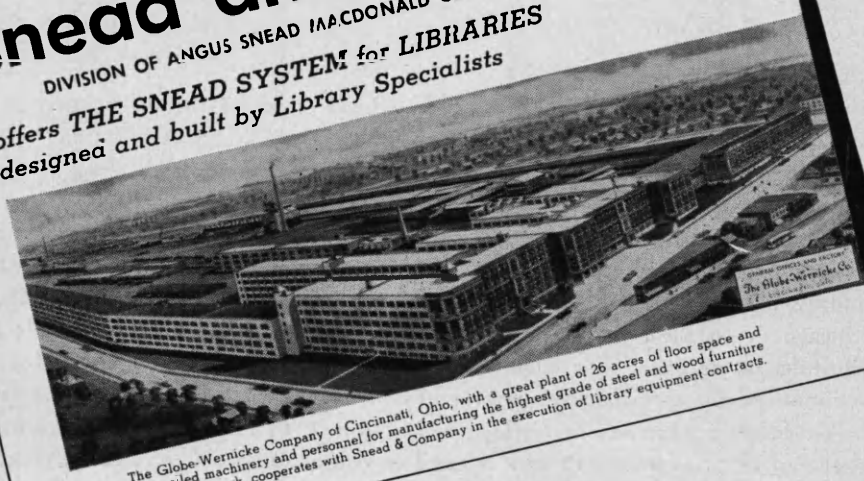

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By CHARLES W. DAVID and RUDOLF HIRSCH

Importations of Foreign Monographs Under the Early Influence of The Farmington Plan[1]

Dr. David is director, and Mr. Hirsch, assistant librarian, University of Pennsylvania Library.

IT APPEARS to be true, though so far as we know the subject has not been adequately investigated, that research libraries in this country have long been more receptive to foreign language titles and have spent a larger proportion of their total resources upon the acquisition of such titles than comparable institutions abroad. Such an attitude has doubtless been made possible by our comparative wealth and, in more recent years, by our freedom from crippling exchange restrictions; but let us hope that it has arisen in some degree from our breadth of mind, from the sanity of our international outlook, and from a very proper disposition to pursue knowledge and the arts wherever the quest may lead without regard to the language in which they may find expression. More recently our interest in foreign importations has doubtless also been stimulated by a haunting fear that the records of civilization are in danger of destruction abroad and by a perhaps unjustified hope that they will somehow be more secure when brought within our borders.

In any case it is a fact of common knowledge that the organized research librarians of this country, realizing how inadequate, with all their efforts, their holdings of foreign publications are, have set to work through cooperative effort to bring it about that there shall be brought into this country currently, and centrally recorded in the national Union Catalog, at least one copy of every foreign book of possible research value. This cooperative effort has come to be known as the Farmington Plan. It began to be put into actual operation gradually as of Jan. 1, 1948, when it was inaugurated on an experimental basis for France, Sweden, and Switzerland. It has since been extended to six other countries and it will presumably soon be extended further still. But there are definite limitations. So far there has been no attempt to extend it beyond works in the Latin alphabet—an illogical limitation, but one which in the initial stages certainly obviates practical difficulties. And certain categories of materials, such as school texts, music scores, translations, reprints, juvenilia, elementary popular works, newspapers, maps, and even periodicals are excluded.

Since detailed information concerning the origin and inauguration of the Farmington Plan is already available in print, this brief introduction will suffice and we shall proceed at once to the essence of this paper.

How has this ambitious effort called the Farmington Plan worked in its initial

[1] Paper presented at the A.C.R.L. University Libraries Section Meeting, A.L.A. Atlantic City Regional Conference, Oct. 3, 1949.

stages? What effect has it had upon the importations of foreign publications by our research libraries? How nearly can we hope that with it we shall realize our ambition to bring into this country and centrally record every work of research value which is currently being published abroad? It will doubtless be felt, and we must certainly acknowledge, that it is hardly fair to the Farmington Plan to submit its results to the test of a rigorous investigation while it is still in the initial and experimental stages of its development, and that therefore no fully satisfactory answers can be given to the questions which we have posed. But our interest in these questions is intense and should the later history of the Farmington Plan be ever so successful, not to say distinguished, we still feel that it should be a matter of interest and importance to have in the record such facts as can be established concerning its operation at the beginning. Therefore, though the plan is barely under way, we have undertaken an experimental investigation with a view to seeing what light we may be able to shed upon its early results. It is, of course, our hope and expectation that subsequent investigations will be undertaken to record the later progress of the plan and with it the progress of national coverage of foreign research materials by United States libraries.

We have proceeded by the method of sampling. We have taken the Swiss national bibliography, *Das Schweizer Buch,* published by the Association of Swiss Booksellers and Publishers, for the early months of 1948. Arbitrarily we have selected Numbers 3, 5, and 7 of Series A (commercial publications), which appeared on February 15, March 15, and April 15 of that year, and have made a list of the titles there recorded. But from the list we have excluded, so far as we were able to recognize them, all items belonging to categories which fall outside the scope of the Farmington Plan. Also we have omitted late 1947 imprints which have been belatedly recorded in the 1948 bibliography. Though the work of exclusion has been done with all possible care, it must be acknowledged that, due to insufficient information some mistakes may have been made and that some few items which should have been excluded may have crept in. However, we believe that the margin of error is too small to be of serious consequence.

The list of titles from the three numbers of the *Schweizer Buch* with which we began totaled 473 items. When the exclusions had been completed there remained 113. This remainder constitutes the sample with which we have worked. It retains, it will be observed, something less than one-quarter of the 473 titles with which we started. It amounts to a little less than $2\frac{1}{2}$ per cent of all the titles produced in the Swiss book trade for the year 1948.

The fact that the *Schweizer Buch* has a classified arrangement has provided us with a convenient subject breakdown of our sample list. We shall therefore be able to present two separate analyses, the first based on the whole sample, the second upon groups of titles arranged under certain large subject headings.

Having prepared our sample with such care as we could, early in August 1949 we submitted it to the Union Catalog at the Library of Congress, which besides its regular reports is supposed to receive promptly from participating libraries, cards for all Farmington Plan receipts, and we asked to have it checked for locations. Out of 113 items, 92, or 81.4 per cent, were located.

Of the 92 items located 52 had been brought into our library network as unique copies under the Farmington Plan. There were seven additional Farmington items which were also imported independently by United States libraries, the extent of dupli-

cation attesting to their relative popularity. One of these items was recorded in seven copies, another in four, two others in three copies, and three in two.

Now turning to the remainder of our sample, besides the 52 Farmington items which were recorded in unique copies, the Union Catalog located for us 33 additional titles which had not been brought into this country as Farmington importations. Such a finding seems surprising, but surely no great importance ought to be attached to it unless it should be confirmed by later and more comprehensive investigations. That some Farmington items should be duplicated through independent importations outside the plan is, of course, to be expected; but that more than one-third of the located items in our sample should be imported outside the plan and *not* duplicated by Farmington copies must, we think, have resulted from the novelty of the plan and the inexperience of those who were responsible for selections under it. It is surely to be expected that future studies will reveal the percentage of unique Farmington titles going up while the number of non-Farmington titles held by our research libraries declines.

The comparative status of Farmington and non-Farmington importations, as revealed by our study, is presented in Table I.

Turning from the problems of the Farmington Plan for the moment, let us glance at the multiple importations of identical imprints which the check at the Union Catalog has revealed. Our sample seems to indicate a very small amount of duplication by American libraries, a fact that seems surprising in view of the present-day importance of the Swiss book trade. As a result of the restrictive policies of Nazism and the subsequent disintegration of the Germany economy, Switzerland has fallen heir to a considerable part of German book production. American research libraries, aware of this fact, must surely be checking the Swiss national bibliography with care; yet by far the largest number of titles in our sample were located in one copy only—a fact which may well be gratifying to those who worry about extensive duplication but will seem disturbing to others who believe that the more important materials of research should surely find their way into several American libraries.

Table I
Comparative Status of Importations

	Number	Per Cent
Farmington Purchases only	52	56.52
Individual Purchases only	33	35.87
Farmington and Individual Purchases	7	7.61
	92	100.00

Out of a total of 92 titles for which we have locations, one was reported in seven copies and one in six. There were four titles in four copies, five in three, and seven in two. But there were 74 titles (or 80 per cent of all those located) in one copy only.

The location of these unique titles may be of some interest. It is hardly surprising that the Library of Congress (see Table II) should lead with the holding of 15 out of 74 titles which are to be found in one institution only. It is perhaps a less obvious expectation that New York University should come next with 10 unique titles, and that Yale should come next after that with nine. Then comes New York Public Library with eight, Harvard with six, and the University of Chicago with five such titles. It may be observed that, with the exceptions of the Library of Congress and the Army Medical Library, unique locations are due largely to importations under the Farmington Plan. Let us hasten to add that we have no thought of making invidious comparisons and that we fully rec-

ognize that such statistics as we have been using can take little or no account of qualitative factors.

We turn now from a study of our data as a whole to an examination of subject coverage for certain particular fields. Our sample is perhaps too small to justify a subject breakdown (this is surely the case for certain fields where we have a very meager representation); but again it must be noted that our study is preliminary and experimental; and though our findings will doubtless be modified by later and more comprehensive investigations, we still believe that as a first assay they have some value.

Table II
Locations of Unique Titles

Library	Number of Unique Locations
DLC	15
NNU	10
CtY	9
NN	8
MH	6
ICU	5
NNUT	4
OrU	4
IU	3
DSG	2
MiDW	2
PU	2
DCU	1
NhD	1
PPTU	1
WaU	1
Total	74

As just indicated, we have omitted from consideration fields for which the total number of items in our sample was very small (less than four to be exact), namely general reference and bibliography, philology, education, sports, geography, commerce and banking, engineering and trades, agriculture and forestry. Turning now to the other fields for which we had a better representation, we find that American libraries achieved, either through the Farmington Plan or through independent importations, complete coverage in the following subjects: philosophy and psychology (seven titles), law and administration (nine titles), music and the stage (five titles), medicine (seven titles). Coverage was more than 75 per cent complete in economics and sociology (six titles), belles-lettres (26 titles), fine arts (four titles), and political science (four titles); it was less than 75 per cent but more than 50 per cent complete in religion (14 titles), history (12 titles), the natural sciences, including mathematics (five titles). In none of the fields examined did the coverage fall below 50 per cent.

What part has the Farmington Plan played in subject field coverage in this initial phase of its operation? As judged by our sample, it must be remarked that while it accounted for one-half or more of the titles in music, law, economics, religion, fine arts, and political science, it accounted for less than half in belles-lettres, history, natural sciences, philosophy, and medicine. But once more it must be noted that our study is at the beginning of its operation, and we have no doubt that by now, in its second year, a much more adequate coverage is being achieved, at least for the three countries in which it was first established, and that non-duplicating importations outside the plan must inevitably decline.

It will perhaps be of interest to note institutional coverage with respect to some of the foregoing subject fields. As was to be expected, the greatest dispersal is found in belles-lettres where 17 different institutions hold 26 titles, with enough duplication to bring the total to 43 copies. Of these 17 institutions 12 are located in the East, three in the Middle West, and one in the Far West. In the field of medicine we find that seven titles were held in 12 copies by nine institutions. Quite naturally the Army Medical Library leads, though with only four titles out of seven. As to geo-

graphical distribution of the nine institutions in question, six are in the East and three in the Middle West; none were located in the South or the Far West.

In some other fields there is a greater concentration of holdings. All seven of the titles classified as philosophy and psychology are divided between two institutions, namely the University of Chicago and the Library of Congress. In economics and sociology six titles are located in New York University and one in the Library of Congress. If we were in a position to analyze the entire Swiss book production for the year 1948, we have no doubt that in fields like psychology and economics some buying of Swiss books would be found to have been going on in institutions throughout the country, nothwithstanding the concentration which is shown by our sample. At any rate we know that there were such purchases at the University of Pennsylvania.

It is impossible, or at least very difficult, to ascertain what titles have been imported in copies which have not yet been cataloged by receiving institutions, or have not yet been reported to the Union Catalog in Washington. A check of our sample against the Union Library Catalogue of the Philadelphia Metropolitan Area has revealed six locations which were unrecorded in the national Union Catalog. It did not, however, reveal in our area any item for which there was no known location in the national Union Catalog.

It is, of course, an unsound practice to judge the importance of books by their size. Nevertheless, we think it may be some interest to note that of the 21 titles in our sample for which we found no American location, three were volumes of more than 300 pages, seven were less than 300 pages but more than 100, and 11 were of less than 100 pages.

Let us now in conclusion glance briefly at some of these unlocated titles. Choosing examples at random, we can understand why, without the aid of the Farmington Plan, a publication on the accounting system of the repair shops of the Swiss railroads would not find its way into our library system (even though it was published by Haupt of Bern, a respectable publisher). It is, however, surprising that a sizable volume of 244 pages on collectivism, published not only in Lausanne but also in Paris and Brussels,[2] was not to be located through the national Union Catalog; or again, considering the fame of Paul Valéry, that a book on this author,[3] even though it counts but 61 pages, was not reported in any United States library. However, so far as one can judge from the authors, titles, and publishers in our sample, it would seem that but few of our failures to import are serious. But neither do these failures seem to indicate any very clear or logical reason for their occurrence. It is for this reason, failures to import being accidental rather than planned, that the Farmington Plan, once it gets into fully effective operation, would seem to have such great merit. Though our rash investigation of its working at the beginning has revealed a far from perfect score, we still retain our confidence that shortcomings will be overcome, indeed that they are already in process of being overcome, and that we shall before long arrive at a complete coverage of significant foreign publications in United States libraries.

[2] Koch, Jean Paul. *Le collectivisme devant l'expérience*. Lausanne, Paris, Bruxelles, 1948.
[3] Monod, J. P. *Regard sur Paul Valéry*. Lausanne, 1948.

By DONALD E. STROUT

The University Library and International Understanding[1]

Dr. Strout is director, University of Denver Library.

IMPLICIT in *any* discussion of international understanding revolving, as it does, around the basic concepts of interchange of ideas, opinions and information, is the role of the library through its manifold programs of individual and group service by means of books and related materials. Such a conference as the one held at Estes Park, Colo., in June 1949, serves to bring into sharp focus certain facts and opinions indicative of the importance of this role, particularly as regards college and university libraries.

As a generalization it should be observed at the outset that by their comments and questions many of those in attendance at this conference (and the distinct majority were members of faculties of colleges and universities) betrayed an ignorance of or a lack of familiarity with the kind of service that all but the most poorly-equipped college or university libraries are prepared to give. Some of these services include the procuring of specialized materials, such as the publications of the U.S. Government, U.N. and Unesco; borrowing through interlibrary loan; and participation in the acquisition of nonbook materials, especially in the realm of audio-visual materials. For example, at one point the discussion hinged on the establishment on each campus of a clearing house of information on governmental and nongovernmental programs, on programs of study abroad and on related topics, such as exchange of foreign students. Certainly there is no better place on the academic scene for the provision of such information than the library, equipped as it is not only to initiate the collection of such information but also to see that it is kept up to date. Granted that this might require added personnel and consequently a larger budget, the Estes Park conference demonstrates clearly the need for such a service. At the same time it points to the need for far greater publicity regarding kindred services which up-to-date college and university libraries are already prepared to give.

What about the more specific aspects of the library's part in furthering a program of international understanding? Major "work areas" for the conference were defined as: U.S. governmental programs calling for cooperation with colleges and universities, intergovernmental programs, cooperation between voluntary organizations and colleges, the training of specialized personnel for positions bearing on international understanding, the curriculum and the advisory system, extracurricular activities, adult education, and the formation of an

[1] At the invitation of the American Council on Education, delegates representing agencies of government, professional organizations and associations met at Estes Park, Colo. June 19-22, 1949, to discuss "The Role of Colleges and Universities in Furthering International Understanding." Over 100 representatives of the various organizations which make up the council were in attendance, together with delegates from governmental and private agencies, such as the U.S. Department of State, Unesco, and the Hazen Foundation. James Hodgson, Ralph Esterquest, and Donald E. Strout represented the American Library Association, the last-named also serving as the representative of the A.C.R.L.

international organization of universities. As deliberations proceeded on these major work areas it became increasingly apparent that the full realization of the possibilities in each of these areas involves the library to some degree. By concept and tradition the library, certainly on the American scene and in some foreign lands as well, more nearly approaches the ideal of an international civil servant than any other one institution. If ever a concept, service, or formal organization possessed a degree of universality, it is the library. The U.S. libraries abroad, though not completely free from the taint of propaganda, do much in a direct way to further international understanding by bringing the United States closer to the hearts and minds of native populations. Similarly college and university libraries in this country can go far in furthering the cause of international understanding. The libraries could do this by providing the background information at the undergraduate level and by acting as centers of information for more specialized information at the graduate level—such as information on research programs in international understanding being undertaken by the various voluntary, governmental and intergovernmental agencies, to mention but one example.

A few of the specific observations and recommendations coming out of the Estes Park conference may serve to show most adequately not only the direction of thinking of the conference, but may point to the ways in which the library can participate effectively in furthering a program of international understanding.

One section recommended the establishment of a national central coordinating committee or agency to act as a clearing house for the needs and services of governmental, intergovernmental and nongovernmental agencies on the one hand and colleges and universities on the other.[2] The section working on the programs of intergovernmental agencies suggested that "basic kits should be developed and placed in institutions to answer the majority of questions regarding achievements, structure and problems of the [intergovernmental] agencies."[3] This section continued with the suggestion that a central committee should inform colleges and universities of the needs for specialized personnel as well as the opportunities for possible research and thesis topics presented by the issues under investigation by such agencies.[4]

The section concerned directly with aspects of cooperation between voluntary organizations and colleges and universities offered a specific recommendation that "voluntary agencies are encouraged to suggest to university libraries books and materials in the field of international understanding."[5]

In such matters as the creation of a university clearing house office, recommended by Section III, the individual library could well assume an active and continuing role. The establishment of such an office was recommended as an aid "toward building a more effective partnership between institutions of higher learning and voluntary organizations,"[6] through the centralizing of information regarding foreign student affairs, student religions, cultural and humanitarian activities, and "all the existing points of contact between it as an institution and the voluntary organizations serving the campus community."[7]

Section VI recommends "a general basic course in international affairs which all

[2] Report of Section I: "United States Government Programs That Call for Cooperation with Colleges and Universities." Russell I. Mackrey, chairman. (mimeographed)
[3] Report on Section II: "Intergovernmental Programs." Donald J. Shank, chairman. (mimeographed)
[4] *Ibid.*
[5] Report of Section III: "Cooperation between Voluntary Organizations and Colleges and Universities." A. Burns Chalmers, chairman. (mimeographed)
[6] *Ibid.*
[7] *Ibid.*

students should be encouraged to take."[8] There are definite library implications in that part of the recommendation calling for the provision of supplementary materials in a constantly expanding field. These implications are also present in the accompanying recommendations for the provision of courses for the student who wishes "broader training in the field of international relations, with or without any vocational intent,"[9] on a myriad of topics ranging from the problem of war in modern society to a course on comparative literature.

The section on adult education noted the need for a representative specifically designated "to maintain contact with governmental, intergovernmental, and voluntary agencies as a means of securing speakers, information, and source materials for . . . adult groups in the area served by the university."[10] Such a representative could well be a member of the library staff, especially since the section urges, in another part of its report, a closer relationship between university and community groups in such matters as a speakers' bureau, the extension of library services, the provision of audio-visual and duplicating equipment, and the like.

A closer coordination, among colleges and universities, of information on programs involving liaison with foreign students and teachers on the individual campuses, as well as the sending of U.S. students to study abroad and the collection and dissemination of international information, as proposed by another section,[11] falls properly and directly within the sphere of the services which the library is able to provide, working closely, in such an instance, with other campus offices and organizations.

The college and university library becomes directly involved in any plans such as are under consideration for the formation of an international organization of universities (*university* in this sense referring to *colleges and universities* in the American sense) along the lines initially drawn at the Utrecht conference, Aug. 2-13, 1948, for which a full report has been published.[12] The deliberations of this historic conference were continued and amplified from the American point of view at the Estes Park conference, which drew up a specific set of recommendations and suggested procedures, among which the following relates directly to the college and university library:

> The conference firmly believes that there should also be some form of association among the universities of the world. A university has everything to gain by the development of closer official connection with sister institutions in other countries, which could be obtained under the auspices of such an association. The stimulation of research into problems of university life and work, and the holding of periodic conferences, could be better promoted by an organization of this sort than by any other. . . .[13]

One of the specific purposes of such an organization would be:

> To administer an international Universities Bureau with the purpose of furthering directly or indirectly the following objects: a) the collection and dissemination of information relating to institutions of higher education throughout the world; as for example —. . . providing for the publication at regular intervals of comprehensive directories of institutions of higher education, establishing a

[8] Report of Section VI: "Curriculum and Advisory System." Helen Dwight Reid, chairman. (mimeographed)
[9] *Ibid.*
[10] Report of Section VIII: "Adult Education." I. O. Horsfall, chairman. (mimeographed)
[11] Report of Section VII: "Extra-curricular Activities." Rev. Vincent J. Flynn, chairman. (mimeographed)
[12] Unesco: Report of Preparatory Conference of Representatives of Universities, convened at Utrecht, Aug. 2-13, 1948, by Unesco in collaboration with the Netherlands Government. (Unesco publication 228) Paris, Unesco, 1948.
[13] Report of Section IX: "International Organization of Universities." Robert W. Goss, chairman. (mimeographed)

library of works of reference and official publications of the various universities . . .; d) the formation of measures for the better distribution and exchange of laboratory materials, books, and other equipment for university study and research among the countries of the world.[14]

The activities of librarians in general, and of college and university librarians in particular, in gathering books and other materials for the war-devastated areas are too well known to need further mention here. A letter from Alice Dulany Ball, of the U. S. Book Exchange, to Howard Lee Nostrand, executive officer of the conference, contains several specific suggestions which college and university librarians might consider carefully as ways and means of assuming a direct and positive role in the furtherance of international understanding and good will. Among other things the letter mentions:

(1) The shipment of books and book collections (late books, in good condition, in subjects useful to a modern college or research student) to U.S.B.E. which, though it cannot pay shipment costs to Washington, will sort, pack and arrange for costs of overseas shipment. (If the donor wishes to specify a given institution as recipient, this can be arranged, provided suitable groundwork for the gift has been laid.)

(2) The new CARE book program, in the purchase field, makes it possible for donors to choose the country, the type of institution, and the category of books to be sent, all with the same guarantee as other CARE shipments.

(3) The donation of current subscriptions to professional periodicals for institutions abroad, making use of the U.S.B.E. and the Unesco in Paris for names of institutions most in need of this service.

(4) The sending of books to individual scholars, students, and professors for their private use, along the lines of a plan which could be developed jointly by the State Department, A.L.A., U.S.B.E. and Unesco, which, along with other interested organizations, could develop the broad outlines of a program of requests and donations leading to the continued provisions of materials badly needed by such individuals overseas.

As was stated at the opening of this article, the role of the library is implicit in any program of international understanding. The individual library, libraries as a whole, and library organizations can perform a two-fold role: (1) As centers for the collection, organization and distribution of materials and information on all aspects of international understanding; and (2) as initiators of thought at the local and national level, regarding the understanding of international affairs, by discovering the persons and the outlets through whom such understanding can best be achieved and by taking a *positive* and *aggressive* part through active participation in furthering such understanding.

The specific and general ways by which libraries can fulfil this dual role are legion. The first step is the procurement of materials, such as the publications and lists of information from the United Nations. The more important step is the *interpretation* of these materials—to faculty, students and townspeople. The assistance in the compilation of lists of voluntary organizations, government needs and institutional resources, so urgently needed at the moment; the facilitating of dissemination of information throughout campus and community regarding provisions for foreign exchanges, foreign study programs, and the like; the systematic collection and interpretation of information regarding opportunities for study and research at foreign institutions as provided by their catalogs and announcements—by these ways and many others a college and university library can aid in the successful prosecution of a program leading to better international understanding.

(Continued on page 114)

[14] *Ibid.*

By DANA L. FARNSWORTH

Psychiatry and Libraries[1]

Dr. Farnsworth is medical director, Massachusetts Institute of Technology.

WILLIAM Allen White, at the beginning of a lecture at Williams College in 1939 said: "No subject is more attractive to me than myself; I'm my own favorite hero. There's nothing I like to talk about better than myself." Judging from the interest in recent years in books about emotional problems, the public likes nothing better than to read about itself, too. Possibly the impetus for this interest may be insecurity and anxiety, but whatever its origin it has to be taken into consideration by the librarian who is on the receiving end of requests for books on personality, self-help, mental disorders, and religion. Opinions differ sharply as to whether the use of such reading material should be encouraged or not. To an editorial writer in a recent issue of the *American Journal of Psychiatry* the answer to the argument is clear:

> So far as the present writer's observation goes the practice of recommending or prescribing for patients, texts dealing with mental processes, normal or abnormal, is to be condemned. Not only can the reading of such a book not take the place of a planned individual rehabilitation program, but it may be positively harmful, adding to the symptoms the patient already has. I recall one patient who brought in one of these self-cure manuals studded with question marks at scores of passages that had aroused new fears in his mind. The first item of treatment was to deposit the proffered book gently in the wastebasket.

There is no doubt that such an extreme view has something to be said for it but it overlooks the fact that the interest in personal problems is so great that it will not be denied. People will read, whether the material is good or bad, and the emphasis should be placed on getting proper material into their hands rather than exercising a sort of censorship. Psychiatry, being the central discipline in the field of human behavior, has been in the spotlight for several years, and probably undesirably so. Publicity about it has tended to oversell it, to infer that it can accomplish miracles, and to arouse undue fears in the minds of those who wonder if they are developing mental disease.

Psychiatry is that part of medicine which concerns itself with the study, diagnosis, treatment and prevention of disorders of the personality. It is a relatively young discipline because only recently has medicine been content to own it as one of its family. The definition I have given is purposely a rather broad one; until the advent of dynamic psychologists into the field, psychiatry was primarily interested in the care of psychotic patients. Fortunately it is now fully as interested, if not more, in preventing mental illness as in treating it. Furthermore, it envisages prevention in terms of studying and treating a sick society in addition to eliminating emotional hazards in the life of individuals. This latter viewpoint is not by any means unanimous among psychiatrists. Some of the old school are much disturbed at such "radical" trends and insist that a physician who departs from the treatment of sick people is not to be trusted, and is probably something of a charlatan. Be that as it may, more and more

[1] Paper read at A.C.R.L. meeting, A.L.A. Regional Conference, Swampscott, Mass., Oct. 15, 1949.

persons in and out of the psychiatric field are interesting themselves in attempting to prevent emotional illness, and if that is to be done, the body of principles and knowledge accepted by psychiatry must be made a part of the thinking of all intelligent men. Naturally this dissemination will be a slow and at times dangerous process. A few persons will become disturbed but that constitutes no reason for setting up a censorship, or refusing to impart useful information except under the restricted physician-patient relationship. It is an old story in any college that an occasional student is apparently thrown into an acute personality disorder, at times a psychosis, while studying philosophy or psychology. Instead of assuming that the course content caused the illness it is quite likely more accurate to postulate that the student was aware of personal insecurity and hoped to find relief or a solution by taking the course. The risk of wide dissemination of psychiatric knowledge seems worth taking for the great good it may accomplish, granting at the same time that some persons will be disturbed by what they read.

There are a number of rather loosely used terms that are frequently encountered in the field of emotional disorders and perhaps it would be an aid to clear thinking if these were defined. Psychiatry itself has already been defined. Psychoanalysis is thought by many persons to be synonymous with psychiatry, but this is not true. Psychoanalysis owes its origin to the work of Sigmund Freud, is not over 60 years old, and refers to at least three different concepts. It may denote Freud's psychological theory, an investigative procedure or a method of treatment. For our purposes we may consider psychoanalysis as a special branch of psychiatry—a specialty within a specialty. With the exception of so-called lay analysts, all psychoanalysts are psychiatrists, but only a few psychiatrists are psychoanalysts. Psychiatric treatment may be of long or short duration while psychoanalysis requires long periods of time, frequently an hour daily for one or two years or more. In the last half century, and particularly in the last 10 years, the basic concepts of psychoanalysis have infiltrated into the general body of psychiatric knowledge at a constantly increasing rate.

Mental hygiene refers to the principles of living that promote good mental health. It is very general in its scope and its promotion is a joint undertaking of ministers, teachers, social workers, judges, and parents as well as physicians, and psychiatrists. It draws heavily on psychiatry, psychoanalysis, and psychology for backing, guidance, and illustrative material, but is basically a community nonprofessional or multiprofessional undertaking.

Personal counseling is an even more general term, and it is hard to tell what it means. It may be psychiatric in nature but more often counseling is done by psychologists, guidance experts, ministers, social workers or by people trained by Carl Rogers of Chicago who do "nondirective" counseling.

Psychology, being the science of normal behavior, ordinarily does not concern itself with the treatment of sick people, but in recent years clinical psychologists have sprung up who are trained to do therapy under the supervision of psychiatrists. Some of them occasionally attempt to treat patients independently; their status is at present clouded by legal uncertainty. As members of medical teams working in conjunction with psychiatrists and social workers they have been of great value in the understanding and treatment of emotional disorders.

The relation of psychiatry to religion is a fascinating one, and interest in the combination is on the increase. At the 1948 meeting of the American Psychiatric As-

sociation in Washington, D.C., a round table discussion on "Psychopathology and Faith" was one of the most popular and best attended of any of the various meetings. The late Rabbi Liebman's success with *Peace of Mind* indicates the extremely great interest of the public in this field. Ordinarily the psychiatrist works with a patient in a rather neutral way letting him form his own value judgments. This is not to say that psychiatry is not interested in morality; rather it is not interested in any one particular standard of morality exclusively but works in the direction of developing strength of character regardless of the religious background of the patient. Frankly inspirational books have probably helped many people and have harmed very few. It should be needless to say that true religion and psychiatry are neither in conflict nor competition.

When confronted with an inquiry about psychiatric reading material by a patron who is obviously anxious and agitated, the librarian could well profit by knowledge of some of the basic concepts of psychiatry. Such a person is disturbed because of real and understandable disturbances in interpersonal relationships, even though all the causes may not be clear either to the patient or to those with whom he comes in contact. When he seeks help to alleviate his anxiety, he is likely to go to the most impersonal sources for it, rather early. If this happens to be the library, then the librarian is in a position to help allay his anxiety by maintaining an attitude of confidence and competence, or he can increase it by mirroring the lack of confidence and insecurity of the patron.

How does a person react to disturbances in interpersonal relations? First of all he becomes anxious, and since anxiety is always painful, he attempts to find a way to get rid of it. Sometimes the sources of his anxiety are not clear or only partly so. If they are clear, it is quite possible that nothing can be done about them, that is, no change is possible. As the tangled web increases in size and complexity, the individual may unconsciously change the apparent source of his discomfort and develop symptoms which tend to replace the psychological problem as a basis for concern and worry. Thus fear of heart disease, cancer, or infections effectively screens off the person from his real problems. Another person may project his problems out to others and blame them for his plight. Another may become very self-critical and depressed. Then there are some who deny reality altogether and they are said to be psychotic. Whatever method (and there are many) may have been adopted by the individual to solve the problem, it is likely to be accompanied by a feeling that all is not well; in other words the patient himself has a more or less vague realization that a more sound and sensible solution might have been found.

Ideally it might be a good thing if all professional people, librarians included, could have a list of consultants in psychiatry to which any disturbed client could be referred. This is not practicable, however, for two major reasons; first, it would be resented by the person thought to be emotionally ill, and second, there are not enough psychiatrists to treat all persons who might profit by such treatment.

What does the psychiatrist do, anyway? First of all he is a physician and so should be as skilled in knowing what not to do as knowing what to do. Patients develop mental symptoms from physical causes that are often indistinguishable from those due to disturbed interpersonal relations. The psychologist without a medical background, or who does not work with a physician, occasionally is embarrassed by learning that the patient with the emotional illness in reality had a brain tumor or an infection. The first and possibly the most important

thing the psychiatrist does when the patient presents himself, in addition to determining the physical condition, is to obtain a complete and accurate life history. In fact, it may seem to the patient that this is the only thing the psychiatrist does. The reason for this is that many persons are able to work out their own problems once they can be sure what they are. If the psychiatrist is able to help the patient see his own relationship to others, and his inner conflicts, in an objective manner, he has indeed been doing effective treatment even though he has apparently been taking a history all the time. There are many different types or varieties of psychotherapy, but all the sound ones involve various combinations of explanation, reassurance, suggestion, specific instruction or counseling. Psychoanalysis is one of the special forms of psychotherapy reserved for severe neuroses and which is designed to make the patient aware of the unconscious elements in his emotional conflicts. Psychoanalytical principles are used freely in brief forms of psychotherapy, but that does not make such forms of treatment psychoanalysis.

Psychotherapy is frequently supplemented by other forms of treatment such as narcosynthesis, insulin, shock, electric shock, sedation, heat or fever treatment, hydrotherapy, and prefrontal lobotomy. The more serious of these procedures are usually carried out in a hospital or sanatorium, where, in addition, every device known to improve a patient's physical condition is used. One of the reasons that treatment in private psychiatric hospitals is so expensive is that relatives of patients insist on the best of care, much individual attention from nurses and physicians, and complete privacy as well. Theoretically such care is desirable, but administering the proper safeguards on a private basis is very difficult.

But, to get back to our central theme of what to present to the reading public concerning psychiatry, let us look at what the public is reading. According to a statement in the Oct. 1, 1949, *Publishers Weekly* over 1,000,000 copies of Freud's *Dream and Sex Theories* have been sold by one publisher. Alfred Adler's *Understanding Human Nature* has sold over 1,000,000 copies. Joseph Jastrow's *Keeping Mentally Fit* has sold 300,000 copies. I do not know how many copies of Dale Carnegie's books have been sold, but they do run into the millions. If an author takes a few originally sound ideas and wraps them up in the jargon of the advertising fraternity, he can persuade many people to buy his book in the hope of ridding themselves of some handicap. As Ralph Barton Perry says, "Every man is afflicted with something he would like to be free from."

Fortunately there are many books about psychiatry and mental health that are accurate, thoughtful, written in a sober, unspectacular manner, and not likely to be disturbing to potential patients. Opinions differ, even among psychiatrists, as to whether all of them are good or not; each person will find a good book missing from my list or one on it which he deplores. However, I believe that much more good than harm would be brought about if an approximation of the following list could be made easily available in every college and public library.

Psychiatry for the Curious—Preston—Farrar and Rinehart

The Substance of Mental Health—Preston—Farrar and Rinehart

You and Psychiatry—Menninger and Leaf—Scribners

Discovering Ourselves—Strecker and Appel—Macmillan

Mental Health in Modern Society—Rennie and Woodward—Commonwealth Fund

Emotional Maturity—Saul—Lippincott

Psychiatry in a Troubled World—Menninger—Macmillan

Mind and Body; Psychosomatic Medicine—Dunbar—Random House

The Person in the Body—Hensie—Norton
The Doctor's Job—Binger—Norton
The Happy Family—Levy and Monroe—Knopf
Our Age of Unreason—Alexander—Lippincott
Living Wisely and Well—Terhune—Dutton
It's How You Take It—Caner—Coward-McCann
The History of Medical Psychology—Zilboorg—Norton
The Emotional Problems of Living—English and Pearson—Norton
Fundamentals of Psychoanalysis—Alexander—Norton
Facts and Theories of Psychoanalysis—Hendrick—Knopf

Undue publicity for books of this type would probably not be justified. The fact that such books are in the library and available to all can be made known by suitable announcements on the usual bulletin boards or other normal publicity channels. Since psychiatry lends itself so readily to overstatements, and to exploitation by its would-be friends, it would probably be wise to let these books get into circulation slowly and naturally and let them make their own way. If, in the colleges and universities, interested departments stimulate their use, so much the better. In fact, each college librarian might well have a psychiatrist as an unofficial member of his advisory staff, to help him in the selection of new books in this field as they appear.

Librarians have in their hands the power of making or breaking the majority of new books. As recent figures compiled by the *Library Journal* show, United States public libraries buy from 1,000 to 3,000 copies of most of the trade books they decide to purchase. If books such as are on this list could be distributed to libraries in such quantities, true mental health might be a somewhat nearer possibility.

The aims of the librarian and the psychiatrist are really not very different in principle, though quite different in application. The librarian is the custodian of the information from which the student acquires the education which is to aid him in getting along with his fellows and living a full and satisfying life; but he is not satisfied with being merely the custodian. He exerts himself to make the raw materials of an education readily available in the face of very rapid multiplication of resources. Likewise the psychiatrist must come out of his isolation within the hospital and make the knowledge gained from the study of human failure of adjustment available to all the people in the hope of preventing emotional illness. As Iago Galdston has so well phrased it, "I do affirm that there is little hope for improvement in human relations until the body of knowledge available in modern psychiatry has been made common in the knowledge, thinking, and motivation of the common man."

International Understanding

(Continued from page 109)

It may be appropriate to close with one tangible example of what libraries can do in this program. Among the proposals adopted at the Estes Park conference was one which stated unequivocally the need for a good basic reading list to foster international understanding, which led to a formal request to the American Library Association to take the lead in the preparation of such a list. The effectiveness of such a list is very directly and intimately dependent upon the individual library—*and* the individual librarian—and the responsibility is a very grave one, indeed.

By RALPH T. ESTERQUEST

Cooperation and the Physical Book[1]

Mr. Esterquest is director, The Midwest Inter-Library Center.

LIBRARIANS do not have to be reminded that we are living in an age characterized by a flood tide of books, periodicals, and other materials of research. They know already that our forests are being laid waste in order to provide the paper to feed our hungry printing presses, mimeograph machines, and all the other devices now used to bring the written word before the reader.

It might be emphasized, however, that, in coping with the flood, librarians are facing a double challenge: One involves the housekeeping aspect, the other is the matter of adequately meeting the needs of the scholar. To explain what I mean, let us take as an example a recent research item —the full reports of the Nuremberg war-crimes trials. I am told that the reports, testimony, and accompanying documents were issued in mimeograph form, and the full set fills many large packing cases—an entire freight car.

In considering the implications of acquiring this set, the librarian first faces the housekeeping aspect. Does he have room for it in his stacks; does he have staff enough to unpack, sort, arrange, list, classify, catalog, bind, and shelve the material; how must he allocate budget to provide staff, binding, and supplies involved in processing it; where is it to be shelved in order to be convenient to its users and still not be in the way of others? This is the housekeeping aspect, and it is this aspect that has primarily concerned librarians when they worry with their presidents about more stacks, larger staffs, and bigger budgets. It is the problem we are thinking about when we read in Fremont Rider's book that university libraries double in size every 16 years.

The housekeeping aspect is, however, only one side of our larger problem. Perhaps, of the two sides, it is the less important. The other side concerns the compulsion to provide adequately research materials for the scholar. For short, let us call this the resources-enriching aspect. In the case of the Nuremberg trials example, this aspect involves such questions as: Considering all the research needs on the campus, is this something we *need* to acquire? Is the cost of this item something that I can justify, either in terms of an honest allocation of book funds or in terms of proper use of state money—or institution money? In many ways, the resources-enriching aspect is the more difficult side of the larger problem, since the librarian must draw that difficult line between what he will acquire and what he will not acquire—a line that can never be drawn to include what he would *like* to acquire or what his faculty feels that he *must* acquire.

During the last 30 years there have been attempts on the part of American librarians to meet this over-all problem cooperatively. Some cooperative plans have emphasized the housekeeping aspect, others the resources-enriching aspect—most of them have at least touched both sides. It is my purpose in this

[1] A paper presented at a joint meeting of the Association of College and Reference Libraries and the Reference Section of Illinois Library Association, at Grand Rapids, Mich., Nov. 10, 1949.

paper to mention some of them and to attempt to indicate to what degree each one has met one side or the other of the double-headed problem.

Early in this history we come upon the *Union List of Serials,* probably one of the most successful cooperative ventures American librarians have undertaken. Has it solved any of our problems on the housekeeping side? The answer is "yes," at least to the degree that librarians have avoided the purchase of little-used periodicals found to be available in neighboring institutions. One does not know how much this kind of use has been made of the *Union List,* but we are probably justified in thinking that over the years it has been considerable, especially among the medium and smaller-sized libraries. On the resources-enriching side, the *Union List* has been of enormous importance. Every time an interlibrary loan librarian uses it to locate and borrow a requested periodical the *Union List* has served to provide a reader with a "resource" not otherwise available locally. We can say that, in a generalized way, the *Union List* increases many times the available resources in the library that uses it.

Carrying the *Union List* idea into the world of separates, we have the notion of the union catalog. Being a larger and more complex problem, the union catalog has not had the universal success of the serials list. Except for three or four, most of the regional union catalogs have had uncertain histories; most of them came into existence through the happenstance of cheap W.P.A. labor. Those attached to bibliographical centers have prospered because of continuous support. And of all the union catalogs, the national catalog in the Library of Congress has, of course, been the most successful.

Let us attempt to evaluate the union catalog in terms of its ability to solve the double-barreled problem under discussion. Theoretically, a regional catalog should help the university librarian to decide whether or not to purchase a given item requested by a faculty member. I do not believe, however, that this use is often made. For three years the Pacific Northwest Bibliographic Center advertised to its members a service providing the checking of proposed buying lists. This was offered as a plan for encouraging libraries not to buy expensive and less-used sets already available in the region when book funds might be spent more wisely for something else. During the three years, I do not recall that the Bibliographic Center checked more than two or three such lists, although I believe the library in which the center was located did occasionally check order cards against the regional union catalog. This is a case of a potential not adequately exploited, and may be explained by the nature of the institutions involved. As for using the national Union Catalog for this purpose, I should be surprised to learn that locating requests sent to Washington are very often used in deciding whether or not to buy, to discard, or to store material.

Locating for interlibrary loan, however, is another matter, and we justify the cost of maintaining union catalogs, I am sure, in terms of this service. According to our division of the problem, this is a successful cooperative device for enriching resources.

The three bibliographical centers are important cooperative ventures intended to meet the problem under discussion by means of a sensible sharing of resources. Due to lack of adequate funds, unfortunately, the bibliographical centers have not lived up to their promise. Much of their activities have centered around the union catalog and its locating and interlibrary lending services —not because it was planned that way, but because the small available budgets were largely spent in maintaining the disproportionately expensive union catalog.

Still another cooperative attempt to gain control over the physical book has been that of subject specialization agreements. The bibliographic centers have tried to promote them, local agreements have been discussed and in some instances informal understandings have been followed over many years. In 1941 a national specialization conference brought some 35 librarians together in New York City to come to grips with this compelling but complex possibility. The published proceedings of this conference are an excellent statement of the problem, but they indicate that little that was tangible resulted. In Chicago, the Newberry and the John Crerar libraries have always had an understanding as to their respective areas, and this has meant enriched resources for the scholar in their territory. But, aside from instances like this one, very little has been accomplished—certainly in the Middle West—that helps the university librarian cope with the great flow of research materials.

The New England Deposit Library is an outstanding example of a tangible device to meet the housekeeping aspect of our problem. An eligible New England library with stack-space trouble can get relief by renting space and storing its less-used material in the Boston warehouse, and it can store there for less money than it costs to keep it in its own stacks. The additional price it pays, of course, is that deposited material is available on 48-hour call instead of on five-minute call. During its first 10 years, the New England Deposit Library has not fulfilled its founders' hopes in terms of its resources-enriching possibilities, and not many New England libraries have used it to solve housekeeping problems.

As a cooperative device, the Farmington Plan must be mentioned. Its aim is primarily to enrich resources, since it looks toward bringing into one or more American libraries at least one copy of everything published abroad. Since the complexities, the troubles, and the criticisms of the Farmington Plan are widely known, we need not go into them here, except to mention that many libraries feel that the present system of assigning Farmington acquisitions to libraries according to subject priorities is far from being perfect, and that it would be better if we had regional depositories in each of which would be placed one copy of every Farmington acquisition. And yet, taking everything into consideration, the Farmington Plan *is* probably the outstanding cooperative step American libraries have taken in terms of that resources-enriching aspect of the problem about which we are speaking today. There may also be certain housekeeping aspects some Farmington participants are realizing. These show up, however, only when a library resists the temptation to acquire an item known to be available in a neighboring institution.

To mention other cooperative ventures would be to make my remarks longer than they already are. I have saved for the last the latest cooperative plan, and probably one of the most promising. I refer to the promise of the Midwest Inter-Library Center, recently created by the Midwest Inter-Library Corporation with its one-million-dollar capital fund.

Librarians who have watched the developing plans of the Midwest Inter-Library Center have thought first and primarily of the housekeeping aspects. They see the possibility of relief for overcrowded library buildings in the chance to store little-used research sets in the Chicago center. They see the savings in additional building, and sometimes they see the savings in staff. Some of them, however, have not completely understood the tremendous potential for increasing regional resources, and since the plans for the Chicago center are still evolving, I should like to take the time to relate the center's initial program to

this resources-enriching aspect.

High on the list of initial programs is a state documents project. Under the plan, library members will select those state documents from their collections that they wish to define as "frequently used." The rest will be picked up by the Inter-Library Center in its truck. In the Chicago building the less-used documents from 11 member institutions will be assembled. A trained staff will organize, arrange, and shelve this miscellaneous collection, eliminating duplicates, and undertaking to acquire any and all items that are lacking. With a staff that is large enough, it is hoped that within one year's time, the center might announce that it has assembled a reasonably complete state documents collection of the 48 states. Such a collection would be an active one, kept current by adding publications as issued.

Librarians with whom the state documents program has been discussed feel that it should serve a number of purposes: (1) It will relieve crowded conditions in documents stacks, (2) it will reduce staff costs now devoted to acquiring, checking, and listing current acquisitions, (3) it will reduce significant cataloging and binding costs, and (4) above all, in most of the institutions, it will mean that the research scholar will have access to a more complete collection than he had before. This last point is the important one. It may seem to provide the solution to the dilemma put in these words by a Minnesota librarian. "It is hard for me to justify spending Minnesota money for a complete collection of out-of-state documents, and yet I feel that we should have them available for our faculty." So far, most of the important libraries in the area have attempted to assemble reasonably complete collections, but we would be wise to ask ourselves if 10 or 12 complete state documents collections are necessary in the Middle West when a central collection in Chicago could do the job.

A similar approach is being made among other types of research materials. The textbook program calls for assembling in Chicago the large and small textbook collections now to be found in member libraries. The center will organize these into one unified and well-rounded collection, so that the scholar will find in one place a collection far more adequate than he had before.

The foreign dissertations program will undertake a similar job. Worth mentioning also, are the trade organs and house organs collections, and the college catalogs. These are under consideration as part of the initial program because complexities will not too much interfere with rapid accomplishment. They all have merit in terms of both the housekeeping and the resources-enriching aspects of cooperative effort.

On several campuses where I have talked with librarians, faculty, and administrators about the Midwest Inter-Library Center, I have found that the administrators become enthusiastic about the savings implied in the housekeeping aspects, but it is the faculty that sees the great promise in the resources-enriching. Three examples will suffice to illustrate the kind of things that appeal to the research man.

The dean of one of our larger law schools brought up the Nuremberg war-crimes trial proceedings. He waxed eloquent over its importance in legal research in the years to come. He became ecstatic at the thought of having the complete records on his own campus, but he became seriously realistic when he added that it was hardly something his library should invest in, but could not the law schools in the region acquire it jointly and keep it in the Chicago center?

At another university library a history professor entered the librarian's office while I was there. He had order cards for seven

German newspapers—microfilm files, he wanted, covering the period 1918 to 1935. He made a very eloquent plea that they be acquired—his research program demanded it, his students would use it again and again over the years. The librarian pointed out that it would cost about $15,000. For a moment the professor became thoughtful, and then he said: "These newspapers should be important to research in several of our midwest universities. Could not the several libraries chip in and buy them and deposit them in this new Chicago library?"

There are probably three or four copies in midwest libraries of the *Stenographische Berichte* of the Austrian Parliament. None of these copies is what you would call heavily used. But in Minneapolis I talked to a political science professor who *had* used it from time to time. He volunteered this idea, and I use his own words: "I could get along almost as well with a copy in Chicago—on 24-hour call. Couldn't you arrange to have the two or three or four copies of this thing sent to Chicago, and then could you sell the duplicate sets and use the proceeds to acquire something important that *none* of us now have?"

These three instances should illustrate the point. To me they indicate that there may be a solution to the ever-more-complicated problem of control over the flood tide of the printed word. In the distant future we may know of other methods for the documentation of human ideas. For some little time, however, we will be dealing with books and periodicals, newspapers, microfilms, and microcards.

Is the Midwest Center the final step? Of course not. The ingenuity of librarians will go on to other devices for meeting the challenge imposed by the great increase of materials. What this future is we cannot know. But we have hints that the midwest plan may be the pattern for developments elsewhere and possibly for a national plan. During the last two or three weeks, a member of the Harvard library staff has been visiting research libraries between Boston and Philadelphia for the purpose of discussing a northeastern regional library patterned in many ways after the Midwest Center. I hope I am not revealing any secrets if I report that a rural spot in Stamford, Conn., has been mentioned as a possible location for a northeastern regional library, and that libraries in the area are talking pretty seriously.

Regional libraries, serving as reservoirs of marginal materials for existing research libraries, and a national plan to develop them rationally, may be a twentieth-century solution, and perhaps a few of us may live to see them in operation.

Drexel Offers Scholarships

The Drexel Institute of Technology School of Library Science will grant three tuition scholarships for the academic year 1950-51. Applicants for these scholarships must be graduates of accredited colleges or universities. Application should be made to the Dean of the School of Library Science, Drexel Institute of Technology, 32nd and Chestnut Streets, Philadelphia 4, Pa., before April 15, 1950.

By WILLIAM R. LANSBERG

Current Trends in the College Reserve Room

Dr. Lansberg is a member of the staff of the H. W. Wilson Company.

THE PROBLEM of the reserve room is essentially an educational one. The procedures which are followed at each college or university are determined largely by the size of the institution, its educational policy, and the degree of library-faculty cooperation. No solution to the problem could or should be made in a vacuum—that is to say, the administrator, the teacher and the librarian should work together to evolve a program which will be satisfactory to all.

Both librarians and teachers have long expressed dissatisfaction with the reserve book system. One of the most outspoken critics of the reading habits of the American undergraduate and of "required reading" in particular was Wilhelm Munthe.[1] Two college presidents, Henry M. Wriston[2] of Brown University and Carter Davidson of Knox College, have echoed the views of the visitor from Oslo. Dr. Davidson summarizes the situation as follows:

> Some teachers, however, find the textbook insufficient or impossible and supplement or replace it with several texts and a few source books kept on a "reserve shelf" behind the circulation desk. Here the student finds a chapter assigned in each volume and reads it under the pressure of time and confusion in the so-called reading room. The usual story of book use in this procedure is that each volume has a score of well-thumbed and dirty pages, the rest of the book remaining virgin. This is the favorite method of the social sciences. But the instructors must not fool themselves. Reports from my own librarian tell me that 16 per cent of all the books kept on reserve this year were not used at all by students and that 51 per cent were used less than five times in the year. What has been gained by keeping these books on reserve to compensate for the loss of taking them from the stacks? The reserve-shelf method often requires the purchase of several duplicate copies of books only partly used. Dr. Munthe points out that European libraries would never make such purchases.[3]

In recent years, little has been written on this subject. Important studies which have been done include: a symposium on problems and procedures at 18 universities, edited by Theodore W. Koch;[4] an excellent statement of the necessity of the reserve room and methods of making it effective;[5] and a somewhat more recent treatment by Harvie Branscomb,[6] whose dual role as director of libraries and professor of early Christian literature at Duke University enabled him to consider both sides of the question:

> The unsatisfactoriness of the reserved book arrangements in most colleges is agreed to by students, librarians and instructors alike.

[1] Munthe, Wilhelm. *American Librarianship from a European Angle: An Attempt at an Evaluation of Policies and Activities.* Chicago, American Library Association, 1939, p. 104-07.

[2] Wriston, H. M. "College and University Libraries." In Danton, Emily M., ed. *The Library of Tomorrow: A Symposium,* p. 146-47. Chicago, American Library Association, 1939.

[3] Davidson, Carter. "Book Selection in a Liberal Arts College." In Wilson, L. R., ed. *The Practice of Book Selection,* p. 243-44. Chicago, University of Chicago Press, 1940.

[4] Koch, T. W., ed. "A Symposium on the Reserve Book System." In Kuhlman, A. F., ed. *College and University Library Service: Trends, Standards, Appraisal, Problems,* p. 73-99. Chicago, American Library Association, 1938.

[5] Kuhlman, A. F. "How Reserve Book Collections Can Be Made Effective." In his volume cited above, p. 100-06.

[6] Branscomb, Harvie. *Teaching with Books: A Study of College Libraries,* Chicago, Association of American Colleges, 1940, p. 57*ff.*, 118-31.

The brief periods for which the books may be used, the necessity for many duplicates, the waste involved when reading lists are changed, the large number of volumes tied up which are not used, the crowded, noisy and restless condition of the reserved book reading room, and the tendency of students never to go beyond the books given this special handling, are all causes of complaint.[7]

Recent literature on the subject, far less inclusive than the studies just mentioned, are: Dean Johnson's[8] analysis of the library-instructional program at Stephens College where reserve books are placed in divisional and classroom libraries; the interesting experiment of a college instructor who eliminated his lists of reserved books in advanced history courses, substituting for them bibliographies of books available in the stacks on two-week loan;[9] and, finally, Miss Rideout's[10] report on changes in procedure in the reserve room of the University of New Hampshire Library.

The present study is based on a survey of 27 New England college libraries, with five others added for purposes of comparison. The writer visited one-third of the libraries studied, obtaining statistical information and comments from the remainder by correspondence.

In considering the statistics presented as a part of this report, it is necessary to keep in mind several factors which have a direct bearing upon the figures listed: first, the size of the college or university; second, the type of reserve book service which is provided; third, the differing bases upon which the statistics are compiled. In view of these conflicting elements, we have not attempted to compute statistical averages for student enrolment, book stock and circulation. The value of such computations is certainly open to question; methods attempting to eliminate the alleged disadvantages of the reserve room are far more important than mere statistics.

Consequently, turning to procedures being followed in college reserve rooms, we find three standard methods: (1) the *closed-shelf* system (10 libraries—Amherst, Bates, Bennington, University of Connecticut, Holy Cross, the universities of Maine and New Hampshire, Northeastern, Skidmore, and Trinity), whereby all reserve books are kept behind a desk and are passed out over the counter. This has the obvious disadvantage of preventing the student from browsing among the 10, 20 or more books placed on reserve by his instructor; it is most suitable for a reserve room collection consisting chiefly of very heavily-used books. In most cases, loans are limited to two hours plus overnight use; two libraries allow three-day loans: the universities of Connecticut (at the request of the instructor) and New Hampshire. (2) The *open-shelf* system (five libraries—Bard, Lawrence, Oberlin, Queens, and Wesleyan), in which all books are placed on open shelves around the walls of the reserve room, easily accessible to the students. The latter take books directly from the shelves; therefore, a smaller staff is required in the reserve room. Under this method, books usually may be borrowed for any length of time within the room or within the building; they are charged out only for overnight use; longer loans are made in two cases: Oberlin (seven-day) and Wesleyan (one-day and seven-day). Generally speaking, there is no serious problem of losses from the reserve room using the open-shelf system;[11] a counter or charging desk is maintained

[7] *Ibid.*, p. 118.

[8] Johnson, B. L., ed. *The Librarian and the Teacher in General Education: A Report of Library-Instructional Activities at Stephens College.* Chicago, American Library Association, 1948. p. 69.

[9] Sacks, B. A. "The College Library and Collateral Reading Lists: The Experience of an Historian." *College and Research Libraries* 8:209-13, July 1947.

[10] Rideout, Jean D. "The University of New Hampshire Library Has Worked Out a Reserve Plan." *Library Journal* 73:643-144, April 15, 1948.

[11] Orr, R. W. "A Few Aspects of College Library Service." *College and Research Libraries* 8:340-41, July 1947.

Enrolment, Book Stock and Circulation

	Enrolment[1]	Total Book Stock[2]	Two-week Circulation[3]	Reserve Room Circulation[3]	Reserve Room Book Stock[4]
Amherst	1,200†	270,000†	30,195	107,789	10,129
Bard	300†	60,000†	22,665	13,708	2,646
Bates	850	80,000†	37,565	55,376	
Bennington	300	29,136	26,771	3,179	
Boston College	3,731	220,388	40,046	8,000†	3,840
Boston Univ.-C.L.A.	3,961	100,000	51,091	31,757	
Bowdoin	1,050	220,000	20,592	24,818	
Brown	4,478	718,230	77,302	73,147	8,736
Clark	1,100	178,000†	19,155	19,610	3,556
Colby	1,040	129,955	25,381	9,539	2,741
Conn. College	834	112,974	29,500	11,836	7,387
Univ. of Conn.	8,000	116,000	51,676	78,556	
Dartmouth	2,985	658,915	77,708	183,472	6,000†
Harvard-Widener	7,487	2,650,000	264,791	223,517†	
Holy Cross	1,827	146,495	49,771	16,263	1,007
Lawrence (Wis.)	1,030	76,000	13,000		
Univ. of Maine	3,790	215,551	93,506	60,513	2,244†
M.I.T.	5,662	417,680	165,691	51,146†	1,000†
Middlebury	1,213	113,750	33,053	6,120	4,192
Mount Holyoke	1,196	211,397	29,268	35,786	10,722
Univ. of N.H.	3,556	153,000	63,766	8,046	
Northeastern	3,000†	46,000†	13,341	30,955	
Oberlin	2,399	472,031	152,987	23,867	6,456
Queens	3,000	70,000	95,320	54,637	7,000
Radcliffe	1,365	100,000	26,361	38,380	7,000†
Skidmore	1,176	62,789	84,083	47,498	3,934
Springfield	1,400†	40,000	11,000	6,500	971
Trinity	892	200,000			718†
Wesleyan	980†	338,323	25,936	33,734	
Wheaton	488	64,273	51,616	28,427	2,371
Williams	1,100	197,048	17,912	58,078	6,000
Yale-Univ. Lib.	9,017	2,729,300	169,339	40,556	

[1] Fall 1947 or 1948.
[2] Summer or Fall 1948.
[3] 1947–1948.
[4] 1947 or 1948.
† Estimated.

near the exit or exits and in most colleges now following this plan there is little complaint on this score. (3) The *combination* system, incorporating the best features of the first two methods. In this way, heavily-used reserve books are charged out over a counter; all others are on open shelves. This is the most popular system, being followed by the remaining 17 libraries. Perhaps we should mention, however, that Harvard's Widener Library and the new Lamont Library (of which more later), both now following this plan, will shortly become primarily open-shelf reserve systems. In the combination system, closed reserves are limited to two-hour and overnight use; usually open reserves have unlimited use in the building plus overnight use; in addition, two libraries (Wheaton and Williams) allow one-day use, three libraries (Brown, Clark and Middlebury) have three-day loans, six libraries (Boston University, Bowdoin, Colby, Dartmouth, Mount Holyoke and Springfield) have seven-day loans. In all libraries reporting longer loans, such loans are for collateral reading only; required reading is limited in almost all cases to two-hour and overnight use. It must be remembered, of course, that statistics on building or room use are not usually kept for books on open shelves.

The number of copies provided per stu-

dent usually varies widely, depending upon: the number of students in the class, the length and purpose of the assignment, the time allowed for reading, and the availability of duplicates. In heavily-used texts, six (Bard, Bowdoin, Colby, University of Connecticut, Queens and Williams) of the 14 libraries reporting on this point provide one copy for every 10 students; four libraries (Amherst, Skidmore, Springfield and Radcliffe) provide one for six-eight students; other variations include: Clark (one for five students), Oberlin (one for five-ten students), Dartmouth (one for eight students), University of Maine (one for eight-ten students). The Yale library provides only two copies of any one edition; additional copies must be supplied by the department of instruction.

Most librarians make informal reports on the use of reserve books to the faculty. In five libraries (Brown, Clark, Middlebury, University of New Hampshire and Williams), periodic reports on such use are made. Both formal and informal reports tend to reduce the number of titles placed on reserve. However, only five libraries make a systematic check on reserve-book use. The results were as follows:

	Per Cent of Copies Used Less Than Nine Times Per Term	Per Cent of Copies Unused
Colby	33⅓*	10*
U. of Maine	21†	10†
Middlebury	25	5
Oberlin	50	10
Queens	5	5

* Approximate.
† Approximate percentage of titles.

Six libraries (Amherst, Bard, Bennington, Dartmouth, Northeastern and Yale) state that the percentage of neglected or unused books would be small. By limiting reserved books to those needed for required reading, less "dead wood" is placed on reserve; where collateral reading is included, the percentage naturally rises.

As for future trends in the college reserve room, we believe that more and more libraries will limit closed reserves as much as possible, placing both required and collateral reading on open shelves. As examples of the smaller colleges, Bard and Radcliffe would like to reduce greatly their reserve collections, returning most of the books to the regular stacks. In the new Hayden Memorial Library, now being built at Massachusetts Institute of Technology, reserve books will be limited, with special reading rooms in English and History. At Yale, most of the reserve collection is already on open shalves. The Widener Library at Harvard, formerly a combination system for undergraduate and graduate students, is now an open-shelf arrangement primarily for graduates.

Harvard's new Lamont Library, beautifully designed in spirit and function, opened its doors to the undergraduates in January, 1949. Its innovations in architectural design, cataloging, classification, and accessibility of books deserve to be closely studied by college and university librarians. At present, 22,000 books and pamphlets, representing approximately one-fourth of the total bookstock, are on reserve. Most of the reserve books are on open shelves in the stacks, arranged alphabetically by author in broad subject classifications such as English, history, philosophy. Each group is as near as possible to the general circulation books in the same field. Closed reserve books are available at two charging desks, located at the entrances to the building. All reserve books may be used for an unlimited time in the building, for overnight and for weekends; general circulation books, also on open shelves, may be used without time limit in the building but are circulated only for one-week loan. All reserve books are intended to be for required reading

only; collateral reading is near at hand in the regular classification. The number of books on closed reserve will be gradually decreased, being transferred to the open reserve shelves. The Lamont librarian, Philip J. McNiff, emphasizes the fact that the procedural methods now being followed are entirely flexible; they can readily be adjusted to meet changing conditions.

To conclude this study, we shall quote from some of the more interesting comments received through correspondence.

Concerning the matter of reporting on use of reserve books to the faculty, Dr. Felix E. Hirsch, professor of history and librarian, Bard College, states:

I talk the matter over with individual faculty members and use my annual report and occasional circular letters for further discouraging excessive use of reserved books which is contrary to our educational principle (of individualized education).

I might add here that I have fought a losing battle against reserved books. In my earlier days here we had very few of them and at some times I thought I could completely get rid of them, since I believe that in a college with 300 students and 60,000 volumes, under a system of individualized instruction, there is hardly much if any need for reserved books. However, my faculty colleagues proved me wrong and since the end of the war we have been suffering from a reserved book problem which has grown up year by year in spite of all my efforts to the contrary. Probably little can be done about it at the moment, but I hope, as we will have a stabilized faculty eventually again which will be fully familiar with our teaching methods, that the flood of reserved books will recede, as it should.

In speaking of the periodic reports sent to the faculty, David A. Jonah, librarian, Brown University Library, writes that the reaction:

Varies from one faculty member to another. In some cases lists have been cut as much as two-thirds. A year ago when we furnished reports on reserve book use to the faculty, we also sent a letter saying we were not putting on reserve for the coming year books that circulated less than five times. This resulted in about a 50 per cent reduction in desk reserve books for 1947/48. This was not repeated for 1948/49 and it is too early to know whether or not the number going on reserve is increasing.

We would prefer to see reserve books and reserve book rooms done away with and the students either (1) required to buy required reading books or else (2) obtain them on a semester rental basis, preferably through the University bookstore. Or a combination of (1) and (2).

B. Lamar Johnson, dean of instruction and librarian, Stephens College, writes as follows:

I fear that we do not have any practices with respect to the use of reserve books that will be of special interest to you. We do have books on reserve shelves in a number of our libraries. Our practice does not, I believe, vary a great deal from that used in most colleges. Perhaps the greatest advantage of our plan over most situations with which I happen to be familiar comes from the fact that our libraries are located adjacent to the offices and classrooms of our respective divisions. This makes it possible for students and faculty together to work with reserve books when this procedure is desirable.

Eileen Thornton, librarian, Vassar College, makes the following analysis of the current reserve book situation there:

You may remember that Branscomb[12] was very enthusiastic about our reserve system. He was here, of course, many years ago when the library was not so crowded and when teaching and learning were not under such terrific pressure. The system may well have worked well years ago. I do not believe it does today, and I would like very much to change it. We do not have a reserve room. Reserve books are put on regular shelves all over the building. Most of the time these books are set up in little groups, but sometimes they are left in their regular places according to call number. We may have a separate shelf for each course in the catalogue for which reserve books are used. The theory

[12] *Op. cit.*, p. 122-24.

(Continued on page 136)

By FLEMING BENNETT

Films in the Academic Library

Mr. Bennett is a student at the Graduate Library School, University of Chicago.

DOES the educational film confront the administrator of an academic library with a genuine service *responsibility*—or simply with a service *opportunity?* This is the central question for which an answer is sought in this paper.

In denying responsibility for film service, the academic librarian has generally used one or more of these arguments: (1) Although films may be effective communication tools, they are not appropriate library materials. (2) Films are not needed on the campus. (3) If needed, films and other nonbook materials should be serviced by a separate agency. (4) Integration of films with print and with the curriculum is extremely difficult if not impossible to accomplish. (5) Existing facilities and budgets do not permit the addition of film services.

Our purpose here is to discuss these five arguments, to the end that guideposts may be erected for academic librarians who have not yet resolved the question of responsibility for servicing films in their institutions.

Are Films Appropriate Library Materials?

Until the present century libraries worked chiefly with and through a single medium of communication—the book. Indisputably the book is highly effective, even though mainly for an elite consumer of facts and ideas, but other media have risen to challenge the book's pre-eminent position in the school, the library, and other social institutions.

The educational film is one of these newer media. Many public and academic librarians, concerned about their having effectively reached only a small portion of their constituencies through print, look to the motion picture as a possible means of extending the range of the library's service potential. Others deny that films can appropriately be brought into the library's service scheme.

There seems to be no inherent incompatibility between film and book. Objective comparison in terms of substance and function reveals a close relationship between the two media. The substance of both book and film ranges over the entire realm of knowledge. The primary function of each is the same: to convey facts and ideas. The essential difference between them is one of method. Whereas the book employs ordered sets of language symbols arranged on sheets of paper, the motion picture combines visual images with verbal elements on length of film which must be projected mechanically.

The real question is the deeper one: Just what is the academic library's function? If it is to function only as a "storehouse of print," films obviously must remain outside its service pattern. If, however, its function is the broader one of a "communications center" in the academic community, the library may properly include films and other nonbook materials.

By Books Alone?

Emerging educational patterns in colleges and universities make it obvious that books alone are no longer considered sufficient for effective instruction and research.

The academic library's task is to provide the materials needed in the instructional and research programs. It follows then that the library must seriously consider the inclusion of nonbook materials which are increasingly believed essential in academic programs.

Enthusiasts claim that the film possesses a unique power in the sowing of ideas. Its versatility and liveliness probably make it more vivid and effective than any other medium man's ingenuity has yet devised. Yet much remains to be discovered about how films teach and how persons on different age levels learn from them, before films of optimum effectiveness can be made. It is probable that only by empirical methods can educators ultimately find answers to these questions. Until those answers are found, films need to be *used* extensively in realistic situations. To that end certain educational agencies must assume responsibility for acquiring films and making them available for use.

Library or Separate Agency?

The advantages of centralizing campus film services are generally recognized. It is obvious that the haphazard development on a departmental basis which has occurred on many campuses, lacking any coordination of resources and services, cannot be satisfactory. Nor can the expediency of adding films to existing extension services provide a satisfactory solution. Only through centralization can really effective service be given.

Wendt argues that a separate agency should be established for servicing films because the purely mechanical processes involved in servicing and caring for materials and equipment are totally unrelated to library routines.[1] It is submitted, however, that libraries can overcome the difficulties implied by adding trained personnel to the staff and by providing special facilities. The experience of academic libraries which have already embarked on film services strongly supports this belief. In one such library, the librarian has expressed the conviction that:

> . . . in the long view their [audio-visual materials] contribution to instruction and especially to research will depend less upon the manipulation of mechanical devices in the classroom than upon the systematic acquisition and organization of audio-visual resources for instruction and research—that is, upon the creation of an audio-visual library in the literal, accepted sense.[2]

Only one of the functions of an audio-visual center outlined by Wendt does not clearly fall within the range of library service schemes. It is entirely appropriate that a library engage in (1) locating and evaluating good teaching materials; (2) keeping abreast of new developments in film production and use; (3) stimulating the faculty to use effective films; and (4) providing training in the operation of film equipment. Each of these has its counterpart among the functions libraries regularly perform in connection with printed materials.

The academic library might not easily perform the fifth of Wendt's functions, that of engaging in the actual production of effective audio-visual aids. However, it is not difficult to visualize a library-centered film service in which production activities are carried on. Library film specialists could readily perform the aspect of this function which is particularly emphasized, that of "see [ing] to it that the quality of production [in the university] is kept high enough so that the films will have permanent value."[3] Here he is clearly stressing

[1] Wendt, Paul, "A Central Audio-visual Aids Service in the University." *Higher Education* 2:11-13, May 1, 1946.

[2] Swank, Raynard C., "University of Oregon's Audio-visual Service." *College and Research Libraries* 9:300, October 1948.

[3] Wendt, *op. cit.*, p.12.

the role of the film expert as an advisor, and it seems to this writer unimportant whether that expert be on the staff of a separate agency or on the library staff.

Admittedly the library which decides to integrate films into its service pattern must overcome difficulties. Among these are: (1) securing proper budgetary support; (2) appointing trained personnel; (3) adapting existing facilities; (4) selecting films which are relevant to the educational program of the institution; and (5) organizing them for most effective use.

The separate agency encounters difficulties which are no less formidable, and which in the view of many audio-visual specialists make inadvisable the creation of a parallel agency for film service.

One of these specialists points out that the separate film center has had to develop new channels for transmitting and receiving requests, information, and evaluative data, and has had to combat the faculty attitude that films are "so many curricular tassels."[4] The assumption that if these new instructional materials were introduced and distributed by the library, the faculty's acceptance would be more easily gained, is not necessarily sound. Much depends upon existing attitudes and other relevant factors. In some instances a separate agency might be more acceptable than a library-centered service.

Librarians generally will not reject Schreiber's contention that since communication and distribution channels already exist between the library and other units of an academic institution, the library is a logical center for all instructional materials on the campus. Many will reinforce that assertion by underlining the organization already developed by the library for acquiring and processing materials, and the relative ease of adapting that organization to include films.

A further supporting argument which is of extreme practical importance to academic administrative heads is cited by Grady:

> The economic disadvantages to the institution are apparent since separate quarters, another administrator, and another staff are often involved in the divided arrangement.[5]

Some librarians believe that the separation of books from related films, recordings, and other instructional materials creates hardships for both students and teachers. If patrons are obliged to "consult separate indexes, separate staffs, and possibly to visit separate buildings in order to assemble materials or references involving related content,"[6] much time and effort is wasted, and the student or faculty member cannot be certain he has succeeded in securing all relevant materials available on the campus.

The heart of the matter is struck in Swank's refutation of arguments often advanced by opponents of library participation:

> . . . audio-visual aids ought not be viewed in opposition to printed aids but should be integrated with them. Both are instructional aids used together in the same educational process, and if properly related supplement each other. When administered with vision and a clear understanding of educational objectives, their combination in the library should result not in the neglect of the audio-visual service, but in a broader and more adequate philosophy of the library itself—a philosophy involving both types of aids in new relationships.[7]

If an academic library seriously tries to fit the film into its scheme of appropriate services, the film must be given a meaningful place in the library's integration of its materials. The feasibility of so correlating

[4] Schreiber, Robert E., "Motion Picture Distribution as a Function of College Libraries." *Film and Radio Guide* 13:36, November 1946.

[5] Grady, Marion B., "Nonbook Materials in a Teachers College Library." *College and Research Libraries* 9:312, October 1948.

[6] *Ibid.*

[7] Swank, *op. cit.*, p. 300.

films with older tools of communication as to make the library a "documentation" center—not merely a "bibliographical" center —may now be examined.

Book and Film Integration

Integration includes three functional components: (1) *selecting* instructional and research materials that meet existing or potential needs; (2) *organizing* them for effective use; and (3) continuously *promoting* their use whenever and wherever they are needed on the campus. Although none of their tasks is more important, librarians know there is no magic formula for bringing different kinds of materials into proper correlation with each other and with the many facets of an institution's teaching and research programs.

Experience may give a librarian considerable facility in dealing with integration's knotty problems, but the total curriculum of a college or university is an unstable fulcrum and the librarian's knowledge and skill an imperfectly wrought lever. The truth of this is implied in one librarian's confession that:

> Many of us will freely admit that . . . the arrangement of our collections, the types of services offered, and the attitudes actually encountered by the student in the library are not entirely in harmony with the educational philosophies, curriculums, and experiments present in our respective institutions.[8]

The size of the library provides one index to probable success in the area of integration. The larger and more complex the institutional program, the smaller are the librarian's chances of achieving an effective correlation of materials. The collections of university libraries, for example, tend to become so tremendous that beyond a relatively limited point the librarian's facility in relating them to an intricate curricular design diminishes rapidly.

Not all the reasons for a general failure in academic libraries to achieve full integration of printed materials are clear, but some are fairly obvious. Much of what libraries have acquired has remained unused; the same is true of many current purchases and gifts. Large groups of books superseded by later acquisitions are retained in the hope that future researchers may find them useful. An evidence of failure thus becomes an added impediment to success; it is clear that idle masses of materials become "a liability rather than an asset . . . obscuring the presence of books which ought to be read."[9]

The sheer magnitude of the world of print is in itself another obstacle, for it is impossible to select from so great a mass only those items which are relevant to a given institution's objectives. Recent surveys of university libraries point significantly to deficiencies in this respect.

The question of whether the integration of educational films with curricular programs creates problems greater than those encountered in the more familiar areas of print will now be examined.

Selection.—In considering the first stage of integration, it is submitted that the more severely limited the librarian's field of selection, the more sharply he will be able to focus his deliberation upon items considered for acquisition. It follows that since the number of available films is paltry beside the number of available books, it may be possible to make a more purposeful selection of films than of books.

Moreover, because of the relative expensiveness of films, it has become customary to preview them before placing

[8] Jesse, William H., "The University Library and its Services to Students." *College and Research Libraries* 7:302, October 1946.

[9] Branscomb, Harvie, *Teaching With Books: a Study of College Libraries.* Chicago, Association of American Colleges and The American Library Association, 1940, p. 167.

purchase orders. This practice affords the librarian an opportunity to learn just what a film contains and to determine, in consultation with faculty members, whether it relates in a meaningful way to any facet of the curriculum. The use of any comparable process in connection with printed materials is rare. Indeed, it is a commonplace to observe that in the press of administrative and other duties librarians become familiar with the integrational possibilities of only a small portion of the books they acquire.

Organization.—In the second stage of integration, that of organizing materials for effective use, the librarian's base of operations becomes somewhat less stable. The problems of so constructing indexes that patrons may easily find what they want, and of so arranging materials that they are really accessible, have long occupied the attention of administrators and catalogers. But it is apparent that here, too, no infallible formulas exist.

Cataloging techniques suitable for book materials have been carefully worked out, and applied or adapted in individual academic libraries. It has been found that these techniques can be readily adapted for the indexing of films.

The question of how best to arrange films for accessibility is not a troublesome one as long as collections remain relatively small. If film collections are allowed to grow as large as book collections, the problem may become complex, but the nature of films makes it unlikely that such increases will occur. For quite a long time then, the key to their accessibility will probably be careful subject indexing. The most satisfactory physical arrangement of films is probably a simple accession-number scheme.

Promotion.—Integration's most difficult problems occur in the third stage, when the librarian attempts to promote the use of library materials on the campus. Ingenuity of the highest order is demanded if the library administrator and his staff are to overcome the difficulties in this stage.

The usual promotional efforts involving browsing rooms, open-shelf collections, bibliographical assistance, exhibits, etc., have proved generally inadequate to the task. Promise of a closer approach to the goal of full integration is given in two recent trends: (1) functional building plans, in which attempts are made to bring materials and their users more nearly together, and to create a kind of laboratory situation; and (2) a broader conception of the library's teaching function, under which "scholars . . . interested in the techniques of teaching"[10] would be appointed to the library staff.

Whatever means are adopted, however, it seems probable that the promotion of a meaningful and prolific use of films involves no greater difficulties than those which arise in helping to forward an effective use of printed materials.

Librarians who have denied admittance of films to their service schemes, believing a workable correlation with institutional aims and with older tools of communication to be impossible, have for the most part acted in good faith. Some, however, conscious of having fallen short of their integrational goals, have not cared to embrace what seems an impediment which might deepen their sense of failure.

However much one may be inclined to sympathize with this viewpoint, it seems obvious that librarians have an obligation to take a larger view in the matter. If films are really appropriate library materials, and if needs for them exist on the campus, the challenges of film-and-book integration must be met with all the resources and skill that the librarian can bring to bear.

[10] Land, William G., "Functional College Library." *Journal of Higher Education* 18:91, February 1947.

Budgets and Facilities

The core of another major area of opposition to educational films is the contention that limited budgets and facilities do not permit their addition to the service patterns of academic libraries. Realistic considerations are involved here which no librarian can afford to minimize.

An inflexible physical plant may effectively block the introduction of library film service. Few library buildings, however, are so completely unamenable to change that a resourceful librarian will be unable to improvise quarters for this new service. In its embryo stages a film service requires little space, and the facilities provided need not be elaborate.

If the demand for film service increases greatly, more space will probably be required. Such a demand will provide a significant measure of justification both for the initial space allotted and for expanded quarters, and at the same time reinforce the librarian's original decision to add films to the service design of his library. If no such demand arises, it will be clear that the librarian has misjudged campus needs or that he and his staff have failed to apply proper stimulus in promoting film use.

Budgetary limitations may also constitute a serious obstacle to starting film service in a college or university library. Those who plead the case of films in library service patterns readily admit that their introduction calls for increased budgets. Film prints are still relatively expensive, and the necessary equipment for storage and inspection is costly.

A library budget is not, however, merely an appropriated sum of money which the librarian parcels out for various types of expenditures. It is, or should be, a carefully formulated plan of service expressed in terms of what that service will cost. Budget requests based upon some mythical "right" of the library to a stipulated percentage of the total institutional budget, or upon some arbitrary *per capita* rate, are entirely unrealistic, and should be replaced by painstakingly projected figures based upon ascertainable costs of contemplated service

If the librarian acts upon this budgetary philosophy, the weaving of educational films into his service pattern will depend largely upon the quality of arguments he submits to administrative officials in justifying the new service.

Summary: Opportunity or Responsibility?

Although keenly aware of their responsibility for providing materials needed for instruction and research, academic librarians do not always agree as to what materials are entirely appropriate in their sphere of service. It is doubtful that very many seriously believe their province confined to print, but few have widened the service bases of their libraries to include films and other nonbook materials.

The educational film is clearly allied both in function and substance to those older media of communication which have gained universal sanction as library materials. As an instrument possessing unique virtues in disseminating facts and ideas, the film's already substantial role seems destined to increase in scope and importance. It is probable that its integration with many-faceted curricula can be accomplished with no more difficulty than that of other instructional and research materials.

The advisability of including films in an academic library would seem therefore to rest upon discernible realities which exist within the service area of the individual library. Once convinced that films are appropriate materials, the librarian who recognizes faculty and student needs for films is in a strong position to ask his administra-

(Continued on page 150)

By EDNA M. BROWN

New Periodicals of 1949—Part II

Miss Brown is head, serials section, Descriptive Cataloging Division, Library of Congress.

VARIETY of subject and variety of style are the outstanding characteristics of the new periodicals examined during the last six months of 1949. Included in this list which follows will be found journals which range from the entertaining through the practical to the erudite. If the receipts at the Library of Congress are typical of the year's output then it is apparent that in both quality and quantity the production was inferior to that of the preceding two or three years.

Anthropology

The Deutsche Gesellschaft für Anthropologie began the publication of *Homo; Internationale Zeitschrift für die vergleichende Forschung am Menschen,* which supersedes the former *Zeitschrift für Rassenkunde und der vergleichenden Forschung am Menschen.* Included in the first issue are articles on anthropology and ethnology, notes on meetings and congresses of various scientific organizations, and brief book reviews.

Antiques

Of interest to antique collectors as well as antique dealers is *The Antiques Dealer.* Articles include accounts of interesting shops, advice on selling, restoration of objects, book notes, calendar of shows, etc.

Digests

World Digest, in the style of the *Reader's Digest,* is based on articles in newspapers and journals from many parts of the world. *Quick,* though not a digest, is included here because its purpose is similar, namely giving the reader the news with the least possible expenditure of his time. Under short captions in bold type the facts are reduced to paragraphs of a sentence or two.

Engineering

The *Journal of Metals* is a new monthly publication of the American Institute of Mining and Metallurgical Engineers. It combines the former *Mining and Metallurgy* and *Metals Technology.* Concise, illustrated articles and news of interest to members of the institute comprise the first issue. From London comes the *Magazine of Concrete Research* which is to review scientific and technical developments in the use of concrete.

Films

The *International Film Review* from the International Catholic Cinema Office, Brussels, is intended "to become the link between the preceptors of the church on the one hand, the artistic and commercial leaders of the industry on the other, between Catholicism and all those whose efforts are directed towards the elevation of the human mind." The journal will provide information, instructive studies and a forum of free exchange of opinion to all Catholic groups "working for a cinema worthy of christian civilization." Among the articles included in the first number was a brief account of

the role of the Vatican in establishing a morally healthy cinema, the aims of the Legion of Decency, and notes on a few of the better new Hollywood productions.

Folklore

A new journal devoted to the study of French folklore, entitled *Nouvelle revue des traditions populaires,* began publication in Paris. In it are to be published all sorts of folklore documents as well as articles and discussions. The first issue treated such subjects as the development and disappearance of the headdress of Mâcon, the wood cutters of Nevers and a statement about the instruction in folklore and anthropology in the French universities of Canada.

Geophysics

Tellus aims to be a medium for the publication of original contributions, survey articles and discussions in the field of the geophysical sciences. Although it is published by the Swedish Geophysical Society all contributions will be in English, French or German. Articles treating of such subjects as the geochronology of the deep ocean bed, ionospheric effects of solar flares and the dispersion of planetary waves in a barotropic atmosphere are illustrated and documented with "References."

Law

Commerce Clearing House, Inc. began the publication of *Labor Law Journal* in October. This journal is intended to keep the lawyer, union leader and businessman who deals with labor relations up to date in the constantly growing and changing field of labor legislation. Pending legislation, rulings, decisions of courts and administrative agencies, etc, are to be included. Two new law school publications appeared, *Mercer Law Review* from Mercer University and *Syracuse Law Review* from Syracuse University. In both cases articles are by professors and members of the bar with students submitting notes and comments.

Libraries and Societies

Abgila is the title of a new bulletin from the Indian Library Association. With text in English and Hindi it is edited by Dr. S. R. Ranganathan, who is also president of the association. Dr. Ranganathan contributed an article on "Reference Service and Humanism" to the first issue. Also included were an article on "UNESCO'S Libraries Programme, Co-operation with Indian Libraries" and a more technical discussion entitled "Re-organisation of Books in a Library." *The Boston Public Library Quarterly* supersedes the library's *More Books.* In addition to notes and discussions on special collections in the library there are included articles on books, authors and other literary subjects of general interest. The American Council of Learned Societies is issuing the *ACLS Newsletter* several times a year to keep its members informed of its activities, plans and problems. Through *Biblioteca scientifica sovietica* the Istituto Bibliografico Italiano in Rome hopes to make available trade information on new books from the U.R.S.S. Subjects covered are science, technology and literature. Author's names are transliterated, and titles are translated into Italian. For a fee, the institute will provide translations or summaries of any of the works listed.

Linguistics

Archivum linguisticum, directed by an editorial board of four University of Glasgow professors, is a scholarly new journal whose principal languages are to be English and French. Erudite articles and book reviews compose the first issue.

Literature

Echoes of West Virginia is "an independent poetry magazine" published in

Charleston. Its purpose is to present to the public the works of West Virginia poets, thus preserving these works as well as stimulating their production. Two new journals, one French, *Empédocle* and one German, *Der schöne Brunnen,* include some selections reprinted from older works as well as new material. There is included in number one of *Empédocle* a French translation of a dialogue from Herman Melville's novel *Mardi.* In *Der schöne Brunnen,* number one, there is a selection from Stefan Zweig's *Sternstunden der Menschheit* and a translation into German of the last chapter of Graham Green's *The Heart of the Matter.* Both include also, essays, poems and stories. For those who enjoy stories of the supernatural there is now *The Magazine of Fantasy.* This magazine will reprint some of the old masterpieces of this type of fiction, such as Fitz-James O'Brien's *The Lost Room* which was included in the first issue, as well as the works of new writers. *Quarto* is a new literary magazine started by the students of the School of Graduate Studies, Columbia University. It includes poetry, fiction and nonfiction, but no reviews or writing about writing. *Ye Treasure Post* sponsored by the Lincoln Writers Guild, Lincoln, Neb., "is to be helpful to writers, to be a material source for publishers, and to be entertaining to all." The first issue of 32 mimeographed pages included articles, stories and poems.

The study of proper names, both geographical and personal, is the purpose of *Revue internationale d'onomastique.* This journal will appear quarterly, superseding the former *Onomastica.* In the first issue there is to be found a brief summary of the third Congrès de toponymie et d'anthroponymie which was held in Brussels in July 1949, a study of Germanic place names in Lithuania, papers on the Gascon family name Hosten, and Creole family names in Martinique.

Philately

French Philatelic Facts will tell the story of the stamps of France. Brainerd Kremer of Monclair, N.J., the author, originally intended to publish this material as a book. When he found his manuscript was of such a size as to make a book prohibitive in cost, he decided to offer it in the form of a magazine. The first issue is composed of chapter one through chapter four.

Political Science

Liberalis, a new journal from Buenos Aires, aims to promote liberty of ideas and of action. The first issue opens with an article entitled "l. de Mayo Universal," and on the opposite page, "l. de Mayo Nacional." The right of asylum, liberty and the American emancipation, fundamentals of a liberal education, and the condition of the church in Russia are among the subjects treated in the first issue. *Latinoamérica,* from Mexico, will try to fuse those countries of common blood, language and religion into an "Iberoamérica." There is included in the first issue discussions of the economic situation in Latin America and communism, sacred art of Brazil and the Palestine question. *Übersee-Rundschau* supersedes the former *Ostasiatische Rundschau, Ibero-Amerikanische Rundschau* and *Afrika-Rundschau.* Its purpose is to keep Germans in Germany informed on the political and economic conditions in other parts of the world where they may have interests.

Psychiatry

The Benjamin Rush Bulletin, a small pamphlet published by the Benjamin Rush Society, plans to bring together a variety of articles related to the common field of interest of psychiatrists and social workers. Child psychiatry will be the subject of the new *Quarterly Journal of Child Behavior.*

It is planned to present papers of interest to psychiatrists, pediatricians, psychiatric social workers and other who deal in a professional capacity with children. Papers are to be of a practical as well as of a theoretical nature.

Physical Research

Inconnues published in Lausanne can best be described by its subtitle: présentment des études sur les phénomènes psychiques, les sciences conjecturales et les arts divinatoires, le symbolisme et les doctrines ésotériques, les philosophies, les religions de l'Orient et de l'Occident.

Religion

The Lutheran Quarterly published by the Editorial Council of Lutheran Theological Seminaries continues a long line of Lutheran publications which date back a hundred years. To indicate briefly the content of the first issue one might mention the summary account of the First Assembly of the World Council of Churches held in Amsterdam in 1948, the article on the present day church in Germany, and the discussion of present day Lutheran theology in America.

Science

The *Zoological Society of India Journal* is to include articles based on original research in the field of zoology (including the natural history of animals) in the widest sense, as well as reviews, notes and announcements.

Periodicals

A.C.L.S. Newsletter. American Council of Learned Societies, 1219 Sixteenth St., N.W., Washington 6. v. 1, no. 1, May 1949. Irregular. Free.

Abgila. Indian Library Association, University Library, Delhi 2. v. 1, no. 1, 1949. Quarterly. $4.

The Antiques Dealer. Rosenthal and Smythe, Inc., Washington, N.J. v. 1, no. 1, July 1949. Monthly. $3.

Archivum linguisticum. Messrs. Jackson, Son and Co., 73 W. George St., Glasgow, C2. v. 1, no. 1, 1949. 2 no. a year. 21s.

Benjamin Rush Bulletin. Benjamin Rush Society, 575 Ave. of the Americas, New York. no. 1, February 1949. 5 no. a year. $1.

Biblioteca scientifica sovietica. Instituto Bibliografico Italiano, Rome. v. 1. no. 1, January-March 1949. Quarterly. $4.

Boston Public Library Quarterly. Boston Public Library, Boston 17. v. 1, no. 1, July 1949. $2.

Echoes of West Virginia. Box 5275, Capitol Station, Charleston 1, W.Va. v. 1, no. 1, Summer 1949. Quarterly. $2.

Empedocle. 13, Rue de Buci, Paris 6. v. 1, no. 1, April 1949. Monthly. 800 frs. per 6 no.

French Philatelic Facts. Brainerd Kremer, 20 Church St., Montclair, N.J. v. 1, no. 1/2, January-June 1949. 3 no. a year. $2.

Homo. Ferdinand Enke Verlag, Stuttgart. v. 1, no. 1, 1949. 3 or 4 no. a year. DM30.

Inconnues. 2, Chemin des Allinges, Lausanne, v. 1, no. v, 1949. Quarterly. 24 fr.

International Film Review. International Catholic Cinema Office, 12, Rue de l'Orme, Brussels 4. v. 1, no. 1, 1949. Quarterly. $4.

Journal of Metals. American Institute of Mining and Metallurgical Engineers, 29 W. 39th St., New York 18. v. 1, no. 1, January 1949. Monthly. $8.

Labor Law Journal. Commerce Clearing House, Inc., 214 N. Michigan Ave., Chicago 1. v. 1. no. 1, October 1949. Monthly. $6.

Latinoamerica. "Buena Prensa" S.A., Mexico. v. 1, no. 1, January 15, 1949. Monthly. $5.

Liberalis. Viamonte 1481, Piso 3, Buenos Aires. no. 1, May-June 1949. Bimonthly. $4.

The Lutheran Quarterly. Editorial Council of Lutheran Theological Seminaries, Gettysburg, Pa. v. 1, no. 1, February 1949. $2.50.

Magazine of Concrete Research. Cement and Concrete Association, 52 Grosvenor Gardens, London, S.W.1. no. 1, January 1949. Frequency not given. 2s. 6d. per issue.

The Magazine of Fantasy. Mystery House, Inc., 570 Lexington Ave., New York 22. v. 1, no. 1, Fall 1949. Quarterly. $1.40.

Mercer Law Review. Walter F. George School of Law, Mercer University, Macon, Ga. v. 1, no. 1, Fall 1949. 2 no. a year. $2.

Nouvelle revue des traditions populaires. Librairie Celtique, 108 bis, Rue de Rennes, Paris 6. no. 1, January-February 1949. 5 no. a year. 450 fr.

The Quarterly Journal of Child Behavior. Coolidge Foundation, 1407 Sherwood Ave., Richmond 5, Va. v. 1, no. 1. January 1949. $8.50.

Quarto. 801 Business, Columbia University. New York 27. v. 1, no. 1, Fall 1949. Frequency not given. $1.

Quick. Cowles Magazines, Inc., 511 Fifth Ave., New York 17. v. 1, no. 1, May 23, 1949. Weekly. $5.

Revue internationale d'onomastique. Éditions D'Artrey, 17, Rue de la Rochefoucauld, Paris 9. v. 1. no. 1/2, March-June 1949. Quarterly. 800 fr.

Der schone Brunnen. Hohenstaufengasse 10, Wien 1. v. 1, no. 1, January-February 1949. 6 no. a year. $2.50.

Syracuse Law Review. Syracuse University, College of Law, 4000 Montgomery St., Syracuse 2, N.Y. v. 1, no. 1, Spring 1949. Semiannual. $2.

Tellus. Dr. C. J. Östman, Fridhemsgatan 9, Stockholm. v. 1, no. 1, February 1949. Quarterly. $6.

Ye Treasure Post. 5919 Madison Ave., University Place, Lincoln 4, Neb. v. 1, no. 1, Spring 1949. Quarterly. $1.

Übersee-Rundschau. Otto Meissners Verlag, Hamburg. no. 1, January 1949. 12 no. a year. DM 18.

World Digest. W. J. Smith Pub. Corp., 350 E. 22nd St., Chicago. v. 1, no. 1, 1949. Quarterly. Price not given.

Zoological Society of India. Journal. Zoological Society of India, Calcutta. v. 1, no. 1, January 1949. 2 no. a year. Rs. 11.

By H. DEAN STALLINGS

A New Pattern for Economy, Utility and Beauty: The North Dakota Agricultural College Library

Mr. Stallings is librarian, North Dakota Agricultural College, Fargo.

TO CONSTRUCT and equip, even on a modest basis, a college library in the year 1950 for eight-five cents a cubic foot is an accomplishment of great significance. Ever since the revival of interest in the Snead method of modular construction in 1943, cubic costs of this size have been discussed but not achieved. Thus, librarians and architects will now turn to the North Dakota Agricultural College to see how it can be done.

This building will be ready for occupancy late in the summer of 1950. It contains two stories plus a full basement. Its dimensions are 115′ x 160′, with a floor to floor dimension of 10′1″. It contains 44,000 square feet and 550,000 cubic feet. The modules are 22′6″ square. The sum of $500,000 was available for the structure and equipment.

The firm of Wm. F. Kurke and Associates in Fargo were the architects and Snead & Company supplied the steel structure. Equipment and furniture are being purchased from several firms.

The architectural style of the buildings on the North Dakota Agricultural College campus follows no single motif. Thus, the architects were free to design a library entirely from the inside out, without being required to mold the exterior shape to conform, with a resulting loss of economy, to something other than what the interior dictated. The beauty of the building thus derives from its complete truthfulness. But this is not the whole story. Without skillful architects to create good proportion, line and mass, the building would not be beautiful. And without skillful use of color and good furniture, the interior might be unpleasant. Fortunately, our achitects have had the necessary skill, and taste, and sense of design.

Lighting in the new building will be Louverall, which is expensive to install, but which in reality is not expensive when all costs are taken into consideration.

Ventilation and heating is provided, using the Snead system, through the hollow columns and girders. Alternate columns supply and exhaust the air in each module. It is interesting that the steel structure was erected in 10 working days. The exterior walls are of brick and hollow tile separated by one inch of spun glass insulation. Flooring will be asphalt tile and furniture finish will be a light oak.

The first floor—35 modules—includes a lower division reading room—10 modules; a student lounge—3 modules; a stack area —8 modules; classroom—2 modules; staff lounge, seminars, conference rooms, halls, entrances, stairways and faculty studies—9 modules.

The second floor includes another reading room—8 modules; a periodical room—4

modules; stack area—6 modules; conference and seminar rooms—4 modules; staff lounge—1 module; offices (order, catalog and periodical checking room)—5 modules; and halls, loan desk, card catalog, stairs and faculty lounge—8 modules.

Each reading room contains cubicles of the conventional type, tables of various shapes and reading room carrels. Some of the cubicles and reading room carrels will be soundproofed with cork to permit typing in the reading rooms. The library plans to rent typewriters.

Bookshelves in the reading rooms will not be dispersed around the walls, but instead will be concentrated, and the reference and reserve books will be located near the reserve and reference desks. The arrangement of furniture and equipment will be informal.

Future expansion will be both vertical and horizontal. Footings permit one full story to be added vertically, and adequate space exists for indefinite horizontal growth.

There is, of course, no one best way to build a library because local needs, traditions, and conditions vary. But where there is a minimum of restricting preconditions, we believe that librarians who need a maximum amount of usable and pleasant working space for each dollar invested, will find a desirable pattern in the library of the North Dakota Agricultural college.

As soon as the building is open for service in the fall of 1950, we invite visitors. In the meanwhile, much information on construction methods can be gained from an on-the-site inspection. Certainly, those who said "it can't be done" will have difficulty in explaining away that which they can see with their own eyes.

Current Trends in the College Reserve Room

(Continued from page 124)

has always been that this keeps reserve books close to the other material on the subject. This great faith in the classification scheme astounds me, and even if it were true that the reserve shelf actually lands in the midst of all the other important literature on the subject, I would still feel that this has no particular merit as the students do not have time to shuttle back and forth from reserve books to other books in the course of the day's reading. Last year approximately 10,000 volumes were on reserve during the year.

Like many other librarians, I view the reserve system with a jaundiced eye. In many cases, all that is established is an anthology which does not seem very far from a textbook to me. As our entire library is open shelf, we have no way of knowing how much individual books are used. I am willing to bet, however, that 50 per cent of the books would have served their purposes better from the regular shelves. Pressure does build up for a relatively small number of books and the control of these is extremely difficult. We cannot know about this pressure until the book has been stolen or hidden.

While I hate to revert to the old type of closed reserves, I do wish we could centralize our reserves on open shelves and establish a simple charging system for use in the building as well as for use overnight.[13]

[13] The reserve systems of Stephens and Vassar are so atypical that no statistics for these two libraries have been included in this survey.

Optimum Size of Libraries: A Symposium

THE following four papers were presented at the general session of the Association of College and Reference Libraries, 1949 Annual A.L.A. Conference, Atlantic City, Oct. 6, 1949.

By CHARLES FRANCIS GOSNELL

Systematic Weeding

Dr. Gosnell is State Librarian and Assistant Commissioner of Education, New York.

IN MY preliminary musing on this assignment, I wandered rather far afield. I thought of my father's various stories about fat people and their troubles, especially in trying to reduce.

I thought, too, of a story told me by the old assistant librarian at the University of Rochester Library, years ago. He had a long white beard, parted in the middle—and I was a freshman page in the college library. His story was about a man who learned all the characteristics of some 20,000 botanical specimens, but whenever he learned more new ones after that he forgot some of the old ones. The moral was that the mind is like a sponge—it can only soak up so much. It then occurred to me that maybe reading itself is becoming obsolete—what with movies, television, picture magazines, and even comic books.

My grandfather used to quote the saying, "A man of words and not of deeds, is like a garden full of weeds." Well, I am here to talk about weeds. I hope I shall provoke some of you to deeds.

The size of a library is a matter of simple arithmetic. The size at any time equals the number of books you have, plus those you buy or get given to you, less those you lose or throw out. Your size depends on how you control the income and the outgo. It is one of the great indictments of our modern civilization that we give so much attention to the accountant's balance sheet. We look at the out-of-pocket dollar cost and forget about the hidden cost in dollars, time, and other less tangible but no less valuable assets.

When I was a college librarian the only check-up I ever had by a man who wanted to find out if we were giving due service, was to see whether we collected all the library fines. He wanted to make sure that we got every nickel. But he paid no attention to wasted minutes or possible inefficiencies in service.

When we buy books, we scrutinize the cost very carefully—books cost money. But when we keep useless books around, we think only of the cost of discarding them.

To apply the single formula of size plus income and less outgo, we must first define size. Size may be stated badly as so many volumes—a hundred thousand, fifty thousand, a million, or what will you.

But size is better defined in terms of the objectives of the library and the demands on it. What books do students and faculty want? You keep the ones they use, buy more, and throw out what is not used.

Now it is clear that there is a definite relationship between the age of a book and the likelihood that it will be used. It's like the Army—you have a line of new recruits walking in and a line of discharges and retired men walking out.

Some years ago, Lewis Stieg, when he was at Hamilton College Library, showed a definite relationship between the ages of books and the chances they would be used.[1] The age distribution of books in the Shaw and Mohrhardt lists of books for college and junior col-

[1] Stieg, Lewis, "Circulation Records and the Study of College-Library Use." *Library Quarterly* 12:94-108, January 1942.

lege libraries, shows the same kind of statistical curve. This curve is just as definite as life insurance mortality tables. You can tell how many people will die, but not which ones. We can see how many books will get out of date, but not always which ones.

The Shaw and Mohrhardt lists set out to define optimum collections. They just picked good college library books. But by statistical analysis we can find underlying characteristics that are generally applicable.

Let us generalize first by saying that the age curve of books in a college library should be like this family of curves—that is, the dates of publication should show a pattern, with recent titles predominating.[2]

In order to maintain the curve from year to year, you will have to weed out old titles, and the curve or table will tell you about how many. You can plot the actual curve against the ideal.

The difference is what needs to be weeded. If you have a big lump on your curve around 1910-1912, it is not that there are more good books that were published in those years—it is that the budget was generous in those years or that somebody gave you a lot of those books. The chances are you do not need them. They take up valuable space, and, worse still, they obscure the good books.[3]

It is possible to schedule weeding quite definitely—perhaps annually. Make it a goal to take out as many as you take in. Or periodically, every three to five years, go systematically through your stacks, bearing in mind that few undergraduates use books over 30 years old. In many fields books over five to 10 years old are positively misleading.

It is likewise possible to define categories for weeding—old textbooks and anthologies, unless you are definitely collecting this sort of material. And remember that such special collections will show lumps on your curve.

In New York State we have put out a pamphlet on weeding, for public libraries.[4] It has 10 pages listing groups of books that can be thrown away. Conversely, we tell all such libraries to hang on to their local history, or to send it to us in Albany. We are glad to get back files of newspapers and extra copies of out-of-print state publications to be redistributed to libraries that want them.

Incidentally, this is nothing new for Albany. In my few years there I have learned that Melvil Dewey and his associates thought of everything. They conceived of the State Library as a sort of regional depository and duplicate exchange 60 years ago. And they started a union catalog so ambitious that they called it a "universal" catalog.

I daresay that we are the most generous of all libraries in lending older, rare and more expensive material to other libraries. We sent out some 30,000 interlibrary loans last year, and paid outgoing postage on them too.

Weeding must be posited on accessibility to a central source that does keep the material that everybody else weeds. We try to do that in Albany.

Systematic weeding is one key to a good book collection of optimum size.

A librarian who buys and never weeds will have a library full of weeds.

[2] Gosnell, C. F. "Obsolescence of Books in College Libraries." *College and Research Libraries* 5:115-25, March 1944; and Gosnell. "Obsolete Library Books." *Scientific Monthly* 64:421-27, May 1947.

[3] Gosnell. "Books of Exceptional Age." *College and Research Libraries* 9:33-40, January 1948.

[4] New York State. Library Extension Division. *Care of the Book Collection. A Manual of Suggestions. Weeding, Mending, Binding. Discarding.* Albany, The University of the State of New York Press, 1949.

By BLANCHE PRICHARD McCRUM

Book Selection in Relation to the Optimum Size of a College Library[1]

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BOOK selection for the college library, and therefore the optimum size of the resulting book collection, cannot be considered in a vacuum. Instead, this fundamental practice in the librarian's profession must be carried on under conditions created by different types of institutions as well as under the influence of trends both economic and educational as these wax and wane in this present world of time and place.

[1] Abridged.

For example, the undergraduate library on a university campus legitimately may limit itself to the accumulation of a relatively small core collection of books most frequently required by most undergraduate students. Selection of such books may take place in the comfortable certainty that demands on the undergraduate library will be transferred to the main university library, when the time comes to write honors papers, seminar reports, senior theses, or to develop other specialized interests. Again, a progressive or experimental college, free of traditional patterns in its organization, may find it wise to use some adaptation of the long vacation of the English university for the purpose of sending students away to use the resources of large research libraries, with consequent relief for the home library. However, the typical American contribution to education, the independent four-year liberal arts college, is in a very different situation, since it must supply all or nearly all of the books required by teachers for teaching and by students for learning. It is, therefore, the more difficult book selection for the latter type of college library that will be considered in the following paragraphs.

By way of roughing in a background for that consideration, it may be well to remind ourselves that the four-year liberal arts college itself is at present subject to two opposing tensions: (a) rising costs, accompanied by an uncertain financial future; (b) new plans for improved curricula, now almost epidemic in the postwar world. Increased costs, accompanied by probable decline in large gifts, have resulted in larger charges for tuition. Endowment campaigns, some of them slow in bringing results, are in full swing. And still the matter of meeting each year's bills as they come is apt to remain for some time a subject of administrative prayer and fasting.

Library costs have followed the upward swing in the whole institution. It is probably conservative to estimate that books cost 35 per cent more than they cost 10 years ago. In the same period, salaries, particularly at the beginning level, have in some instances risen as much as 75 to 100 per cent. If a new library building becomes necessary the capital expenditure, out of all proportion to the endowment of the college, makes the whole project assume the character of a tragedy. No wonder that librarians are trying to streamline their libraries, for protection against surgery which otherwise may be applied from without because of administrators' financial difficulties.

On the other hand, the opposite tension expressed in new curricular plans provides an unequaled opportunity for integrating the library with the teaching program. Independent reading for credit, interdepartmental majors, broadened honors work, increased emphasis on responsibility for self-education —all of these and various other elements in the new plans constitute a tide to be taken at its flood unless the risk of losing its force is to be run. What, then, has book selection to contribute to equalizing these opposing stresses, and at the same time to establishing the optimum size of the library?

First of all, I should like to suggest for your consideration the general notion that it is not the selection of the best books that results in swollen book collections. Rather what we have to fear is our mistakes in selection that bring in the mediocre, tepid, savorless, machine-made books, turned out in great numbers by the presses of the world and advertised persuasively on all sides. The pressure under which work has to be done now is also conducive to hasty, impressionistic selection unless constant vigilance is exercised. Probably, also, in spite of our best efforts to select wisely and critically, we suffer from the lingering results of our custodial responsibilities which have tended to make us feel that a book is a book is a book is a book, whether or not we are always so sure that a rose is a rose is a rose is a rose.

Moreover, among the dangers that have dogged our footsteps are those that come from too much faith in total coverage, inclusive listings, nondiscriminating completeness, whereas more rigorous standards or evaluation might well have resulted in reduced numbers of volumes without damaging content. If such a result can still be achieved, we shall have found the jewel in the toad's head of our hard necessity for controlling costs and increasing excellence at the same time. To this hope we may well direct our best efforts as librarians, including in these endeavors our specialized bibliographical knowledge, our love of books for general reading, and our acquaintance with primary sources.

Specialized bibliographical knowledge seems to me to require continuing study on the part

of the whole professional staff in each subject field represented in the curriculum. Access to basic histories, to current works that include bibliographies in books by specialists, to scholarly reviews in journals as these appear, as well as constant consideration of the qualifications of writers can be worked into a pattern which in time, if followed faithfully, will result in real bibliographical scholarship. Nor does it seem overambitious to believe that the evaluation which emerges from the use of sound methods of bibliographical procedure will establish for us certainty concerning the really first-rate, indispensable, basic works, and definitive editions that must be secured. I have long been an admiring spectator of the art of such selection, and I recall particularly one occasion when a professor and a librarian were planning additions to library resources for support of a reading course never before offered in the college. At one stage of their investigation, the estimate was 500 titles; by mutual agreement 84 titles was considered ample when the job was done. An order librarian known to me can take a subject such as the history of the English language, explore the existing book stock, investigate the literature of the field, and come up with a few suggestions for such important purchases that the professor concerned accepts the list with entirely minor enlargement. During a recent investigation of the minimum collection required for giving a strong major in American literature a figure of some 1300 titles was reached by another librarian following the method which has been suggested.

Mr. Pargellis in an article very much to the point in this connection has said: "One of the best Lincoln scholars in the country tells me that [out of some 3500 to 4000 separate titles] there are about 70 good books on Lincoln." He adds: "I do not believe that a man need be a specialist in a field to know the good books. Anyone who knows something of the technique of scholarship can learn the tricks, acquire the feel, by which he can spot the phonies. . . . The nonspecialist may miss 5 or 10 per cent—but the scholars themselves agree on no more than 90 per cent—. . . ."[2] The late Peyton Hurt stated: "A professional method can be developed which will enable him [the librarian] to specialize for library service in almost any field regardless of previous acquaintance with the subject matter . . ." and then he gave an outline of the method to be followed which would enable the librarian to become as well qualified in bibliographical scholarship as the teaching scholar in subject material in his own field.[3] Miss Lucy E. Fay in an illuminating article has described her method of teaching students at Columbia University how to evaluate works in various fields and she has shown how the same ability may be developed in members of a whole staff through in-service training.[4]

Whether or not such book selection includes an organized survey of the whole collection within one given period (and for this time and occasion may often fail) still the same bibliographical approach to selection may be used in creating resources for a single course or in assisting one department of the college at a time to improve its holdings. The point to be stressed is our obligation as librarians "to conduct a continuous survey of the book needs of . . . [our] institution"[5] and also that of placing a sufficiently high value "on the responsibility that the entire professional library personnel must . . . assume as coworkers, with their special subjects to keep up on. Here is a very fountain of youth in the midst of deadening routine."[6]

The second approach to book selection directed to building a useful book collection—that based on love of books for general reading—has as its objective the creation of an alive, stimulating, intriguing library fit to whet intellectual curiosity, stir imagination, and generate a love of reading which will last through life. In this connection we will agree, I believe, that serried ranks of basic works and proven classics need leavening by a mixture of more easily readable books. Granted that funds for this purpose should be used sparingly, it seems that, if conducted on a sufficiently high level, selection in this field

[2] Pargellis, Stanley. "Some Remarks on Bibliography." *College and Research Libraries* 7:207-209 July 1946.

[3] Hurt, Peyton. "Staff-Specialization: A Possible Substitute for Departmentalization." *A.L.A. Bulletin* 29:417-22, July 1935.

[4] Fay, Lucy E. "A Program of In-Service Training in College and University Libraries." *College and Research Libraries*, 8:214-17, July 1947.

[5] Randall, William M., and Goodrich, Francis L. D. *Principles of College Library Administration.* 2d ed. Chicago, A.L.A. and University of Chicago Press, 1941, p. 61.

[6] Munthe, Wilhelm. *American Librarianship from a European Angle.* Chicago, A.L.A., 1939, p. 118.

is exceedingly important. The student educated to read only what he is required to read may well become a repository of factual information unillumined by understanding. Yet the student who is inspired by his studies to reach after ideas for himself and who finds waiting a collection that meets his needs seems to me to have a real chance to be "generally" educated. But books of the quality he needs do not happen; they are selected by cultivated librarians who understand what is required.

What appears to be called for in this connection is, again, the mobilization of the library staff, so that members of it become, according to their several interests, scouts for those books that "surprise by a fine excess" in science, religion, philosophy, world affairs, literature, art, and all the other aspects of humanistic culture. The number of such books is not enormous in any period. But the selection of those that qualify as worthy, and their provisions, in attractive editions at strategic points in the library, make a delight of the librarian's responsibility for filling in the gaps between the literatures of subject fields in which faculty selection operates most helpfully.

The selection of books that help students to know reading for what it is—one of the great sources of joy for human beings—seems particularly important in the world today when gasoline, motion pictures, radio, and television offer stimulation that constantly affects us all. It would be both presumptuous and futile to ignore the educational possibilities of these means for the movement of people and the communication of ideas. But it is well to remember that one of the characteristics of the Dark Ages was the widespread loss of the ability to read, and the decline in culture that accompanied that loss. Librarians are the keepers of the cultural heritage so far as it is preserved in books and they can have few more important responsibilities than to see to it that such books have a chance to be read.

You remember the inimitable story of Dr. Johnson's search for apples which he believed hidden by his brother on a top shelf in his father's shop. No apples were there, but Petrarch was. His curiosity was excited and he read on, casually, until "in this irregular manner . . . I had looked into a great many books, which were not commonly known at the Universities, where they seldom read any books but what are put into their hands by their tutors; so that when I came to Oxford, Dr. Adams, now master of Pembroke College, told me, I was the best qualified for the University that he had ever known come there." We may have no embryo Dr. Johnsons among our students, but we shall have failed all who have within them the capacity to become even moderately well read unless we have provided books that will do for them what Petrarch once did so well.

Time permits only the mention of one final equipment of the librarian who selects books for the college library: namely, acquaintance with primary sources. True, only universities are responsible for attempting to form complete collections in any field, or special collections better than any other in one field. But the teaching value of *selected* primary sources has been demonstrated over and over by professors who teach in colleges where these are supplied. Practicing always in predominately undergraduate colleges, I have been asked by members of the faculties I served for such sources as *De Bow's Review, Niles' Register,* the *Monumenta Germaniae, Les livres Jaunes,* Curtius' *Olympia,* and a selective depository of United States government documents. Doubtless others among us could amplify this list many times. But my personal experience is that such of these great sources as could be supplied were used not once a semester, or as curiosities for occasional examination, but week by week during a whole year or a whole semester.

It has been said of Justice Oliver Wendell Holmes that he believed "No man could actually teach another anything. All a teacher could do was to let his students be partners in his work—impart as it were a ferment." In my experience, teachers who share with their students use of great sources that contain the original material, which, generation after student generation, is worked over for new results as the times require, are the teachers who start the ferment. To support their work and to build book collections that attract them to a college seem to me some of the highest privileges of the college librarian's calling. Now that microfilm has become an everyday matter, and microcards promise additional help to come, the expense

of source material in money and in space need not be shattering. Indeed, as long ago as 1942 we learned from Clarence Paine that the problem of newspaper files in a small college library might be reduced to a cost of $5,050, from amounts ranging between $10,125 and $22,480, by the use of microfilm.[7] Surely informed use of these money-saving reproductions should bring within the reach of colleges the basic sources that enrich their teaching.

It is my belief that money spent on source material serviceable to whole classes of students tends to bring rising returns. And one of the dangers I see in attempting to hold down book selection with an eye on optimum size is the temptation to be satisfied with cheaper, secondary sources. In spite of our boasted freedom from the textbook type of teaching, little improvement seems to be made over studying from one good textbook by being required to read over again similar material in three other textbooks. Moreover, it is possible that college librarians have been misled by thinking in university terms of the use of research material. Of course division of responsibility for buying in selected fields, along with the machinery for interlibrary loans and the formation of regional depository libraries, are proving necessities of great research libraries, unless they are to be completely overwhelmed. The individual scholar, even in some cases the graduate student, can move about or borrow for his individual needs. But undergraduates in the traditional four-year college are in a very different case. Their training in the use of basic sources is part of the education that fits them for public service or good citizenship that calls for application of such training whether or not they become scholars. It is hard to see how the proper habits of study and methods of attack on new problems can be acquired without the use of the basic sources that document the teaching in a good college.

In this connection I am indebted to Dr. Branscomb's discussion of the whole problem of research material in college libraries, from which I should like to quote by way of summary: ". . . the interests of students and the research interests of faculty members are not nearly so far apart as is often supposed. If routine purchases can be directed into the basic literary and historical sources instead of the annual output of popular treatises, textbooks and discussions, so much of which is highly repetitious and quickly ceases to be of interest, the basis for research needs will have been laid and the tools for first rate teaching provided at the same time."[8]

While pondering over book selection for the American college in the atomic age, my mind has turned to a favorite passage in Zimmern's *The Greek Commonwealth* in which the author discusses the Greek state of mind in the seventh century, another period of extreme disorder in the world. Some good men saw the good way as turning to the left, others in the opposite direction, while the mass of the people were in such confusion that they approached the oracle at Delphi to secure the intervention of a god. But when the oracle spoke its gospel consisted of only four words: "Know yourself; be temperate." Our twentieth-century civilization also stands hesitating in the face of world events. And nothing is more certain than that colleges and the education they provide will share the ills as well as the benefits the future may bring. It seems to be a time for librarians to contribute to their institutions self-knowledge that implies dedication to the scholarly exercise of their own specialization as librarians: mastery of bibliographical methods, cultivation of good taste in reading, and continuing study of source material. May not such self-knowledge wisely result in temperance as we try out ideas relative to the optimum size of college libraries? The really dead wood must go, and joy go with it. But within covers that have gathered dust for years all unaware to us the living word may be waiting. The seventeenth and eighteenth centuries thought "old Chaucer" obsolete, his language rude, his wit outworn, but Chaucer has outlived his detractors. Let us use with care criteria derived from frequency of circulation, recency of publication, and a bright new look. One scholar's poison may be meat to his successor so far as books are concerned. Let us be temperate.

[7] Paine, Clarence S. "Microfilm in the Small College Library." *College and Research Libraries*, 3:224-29, June 1942.

[8] Branscomb, Harvie. *Teaching with Books: A Study of College Libraries*. Chicago, Association of American Colleges and A.L.A., 1940, p. 190-91.

By HELMER WEBB

The Optimum Size of the College Library

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IN THE past few weeks while I have been considering this subject, I have become rather more perturbed than less because I have spoken quite freely in the past on the subject saying that there was no reason for a college having more books than it could use. I still believe that, but as I pin myself down to the point, there is one thing that repeatedly forces itself into my mind. We have in our college a collection of over 90,000 volumes which were not used last year. Why are they not used? The answer is easy for a large part of the collection. We are an old college. We have been buying books since 1796 and we still have most of them. In the past we received as many gifts which were useless as did the next library; and like most of you, when the gift was from an important person and before the library was filled, we cataloged them and added them to our shelves. Some of the books received in this manner are good books; many are not. Hundreds were sample textbooks. Most of these should be and many have been discarded and sent to the pulping mills. Some, because they are good books or beautiful books, should be kept. They form part of a questionable collection, however. Then through the years, a multiplicity of professors have been ordering books to be purchased. Without any reflection on our faculties individually or as groups, we must admit that some professors are good book buyers, others never buy a book, and still others order books with little or no consideration. They are frequently the men who come in with a batch of order cards on Monday morning and you can tell very easily whether they read the Sunday *Times* or the Sunday *Tribune*. These books also are in the questionable category. In the same general classification are the books purchased by a professor on a special grant to promote his personal research. When that research is done and his reputation made, he moves from your college to some larger institution and you are left with several thousand dollars worth of good books which no one else will use.

These two groups must be handled more carefully than the first since you must bring into play all the criteria of book selection which Miss McCrum had in mind. The third group of books which causes worry are those which have been used intensively perhaps and are regarded as a necessity for the reserved shelves. As new books come out, as professors move on, as new ideas change the content of the course, these books, duplicated many times, are certainly ready for the discard.

Suppose that takes care of half of our library. I am only guessing at the proportion. The other half are books which have been purchased after considerable thought. They have been the best books in their field and perhaps they still are. Your curriculums have changed but those books make a rounded library, a collection that we all regard with respect.

If that were all that puzzled us I think we could attack the question of the optimum size of the college library with little hesitation. But that is the point at which I begin to worry. Here we have a library, a large part of which has been well selected and are good books.

When you have youngsters around you, the most frequent question you get and the most difficult for me to answer to youngsters or to you on this question is "why." It is not why we should discard books—an answer almost sufficient, at least in one direction, has been given by Fremont Rider. We just cannot handle the vast bulk of publication and it is not worth while to spend money to house books which are not going to be used. But the "why" question that bothers me is simply this: Why are these books not used? And I think the answer to that should have, and does have a great deal to do with the optimum size of a college library.

Before we can define the optimum size, not for *a* college but for *your* college or for *mine,* two individual and different questions, there are several things which we must decide, or probably have decided for us. In the first place, what is your curriculum and what will

it be five or 10 years from now? I can imagine a school which would need a very limited number of books. Let us suppose, without any disrespect, a theological school with a very strict sectarian viewpoint. What they teach now and what they teach in a few years from now are fairly well known and understood. They will not welcome change. Such a school could very well say to you: "These are the books we want and a certain number of hundreds or thousands will take care of our needs." At the other extreme is the school with an experimental attitude interested in life today and probably more interested in life tomorrow. They might quite as well say to you: "These are the books that we needed last year, possibly some can be used this year, and almost certainly none will be of any value whatever five years from now." Both of those are absurd extremes. I don't know any school which would really fit either one but it could be. Your curriculum is subject to the will of the faculty or desires of the trustees. Even those of us who sit on the curriculum committees are there, presumably, from a service viewpoint rather than to change the tide of education.

Implied in my description of these two extremities is another factor which helps determine what we can call an optimum size and which reaches into the middle ground of reality. I would say that the first school with the fixed curriculum was interested in training its students to perform their tasks with a perfection handed down by tradition. The second school, I could imagine, was one interested in education, in preparing its students to face the problems of life without worrying too much about what are currently known as facts.

The difference between training and education is one which should worry all educators and I think especially librarians should keep it in mind. I believe that the real meaning of education is the acquiring of an ability in perception. That is, to develop an individual viewpoint and opinion on the subject in hand. Training I regard as the acquiring of a degree of perfection so that an operation can be repeated almost exactly whenever the occasion demands. This is the ability which we admire in a typist, in a machinist or any craftsman. It is very necessary and in many of our schools we do a most thorough job of training our engineers, our doctors, our teachers, and our librarians, but the problem of educating a student is an entirely different one. Education does not imply facing the same situation again and again. It implies that we will, in the future, be faced with a problem, one that we have never seen before. We will have to look for the facts, recognize them and in the light of all the evidence, come to our own conclusion as to what the situation means.

Now this has a very important effect on what kind of a library a teacher will need. Given a problem in ethics, politics, history or literature, we have two alternatives: first to accept the authoritarian viewpoint—that is, the opinion of the teachers or of the textbook; or if we have intellectual curiosity we can listen to the professor, we can read his book and can go to two or a dozen other books to find out what the same facts are with a different presentation. If we chose the first solution, we come back with the same impression that the author had. We have looked through the same window, from the same angle, and our eye received his impression. If we follow the second solution we have looked through the same window, of course, which, let us say, gives us the parameter of the problem, but we have looked at two or a dozen angles and our perception of the facts is multiplied by so many times. The demand for books is obvious in each case.

I do not intend to wander off into a discussion on educational methods but I think one or two cases will show you my meaning on this point. I would like to mention Lord Byron's reputation after Harriet Beecher Stowe wrote her famous diatribe and also remember the famous Voltaire quotation: "I disapprove of what you say, but I will defend to the death your right to say it" which was put into Voltaire's mouth by Beatrice Hall. These are authorities speaking across the years and it required several angles of perception to arrive at the facts.

As it applies to college teaching, this difference between education and training boils down to the matter of textbook teaching as opposed to, shall we say, library teaching.

In the beginning or thereabouts, when the light of civilization consisted of a smoky fire in the mouth of a cave, the elders of the tribe

held forth for the benefit of the young men, repeating the legends and lore as they had heard them or as they remembered from their youth. Knowledge was existent before learning. It was authoritative. It came from the gods, and nothing further was to be sought for.

It was not until modern times that the questioning of authority became respectable and in some fields it is not respectable even now. The use of books as a general educational tool is not too ancient. A mere hundred years or so ago, the laws of Union College were definitely designed to prevent the students wasting their time reading books. I quote: "The library shall be open two hours each week when the students may enter, not more than two at a time, and borrow one folio or quarto or two octavos." The "great mind" of the professor was the important factor. We have in our college archives a photograph of Professor Whitehorne's classroom of the seventies. The students sat on benches ranged on the side of the room, the professor on a dais and in the center of the room one seat for the student who was reciting. The idea of the inquisitor and the victim is obvious. There was no question of anything except proving the amount one had learned since yesterday. But such teaching was considered of a high order at that time because the professor was recognized as a scholar and an authority. Try to imagine for a moment the reaction of your own legendary "great teacher" as I sometimes imagine the reaction of President Nott of Union College who taught "Kames" from 1804 to 1860, had my predecessor Professor Pearson recommended to some student a volume on Kames which disagreed with Dr. Nott's opinion. I wonder if those students ever read Kames or did they read only Eliphalet Nott on Kames?

The "great teacher" idea as known in the last century will not suffice for modern living. Mark Hopkins or Eliphalet Nott or whoever the great teacher may have been in your tradition could sit and expound the "word" to the complete satisfaction and perhaps edification of his students because his teaching was authority. No matter how humble the professor might be personally he was placed on a pinnacle before the students as embodying all the knowledge of his subject and as a learned gentleman he was perfectly willing to shift his subject whenever it was necessary. At best the result could be a group of disciples all possessed of the "word" and able if so inclined to transmit it further.

But were they taught to learn? The learning process of true education results in the ability to recognize the core of a problem, appreciate the implication and judge the facts with discrimination.

Granting that they did learn, that they experimented and that they opened new fields, is it not only because the frontiers of knowledge were as open and as easy of access as were the frontiers of the West?

Another angle of attack on the optimum size is the matter of quality. It ties in very closely with the textbook idea, but there is a new danger if we do decide that we should cut down, for practical reasons, the size of college libraries. I have been on some inspection trips in the last few years and also I have been on busman's holidays and I have seen some libraries which are a bit off the beaten path. If we should ever say that so many books, 25,000, 30,000, or whatever, can be sufficient to provide service to a college, I fear that we will give considerable encouragement to those schools, fortunately not many in number, which are quite happy with the textbook and a collection of discards. I think there is real cause for worry and I certainly feel a professional shame when I see a library of less than 20,000 books, most of which you and I would throw out in a minute, servicing a college which offers not only a specialized bachelor's degree but the master's degree as well.

Another contributing factor is the general wealth of the college foundation. The library budget does, after all, decide what size library you will eventually have. There is no rhyme or reason, however, as I see it, in setting up a library budget based on the number of students of various categories or of the number of faculty with various weights for their academic preeminence. The basis, I believe, should be the wealth of the college. If a family can afford a fine home or luxurious food it is because they can budget sufficient funds out of their income, not because they have many children. Long experience has shown certain percentages should be devoted to the general categories of family expenses. In the same way many of us believe that a

certain percentage of college funds should be devoted to the library. We have been able to see that the good libraries, the ones which have a respected collection of books, the ones which habitually produce outstanding scholars have tended toward the larger expenditure in percentage of the college funds. I have my own opinion (at variance with the opinion of my president) as to what percentage this should be, but I do not wish to go into this in detail, only to indicate that it is one of the factors having a long-range effect.

I have tried to emphasize that this is an individual problem and I think the facts will always vary according to your own situation; so I hope you will pardon me if I refer rather definitely to my own library. I believe that it is better than the average exhibit, however, and I wish you to understand the facts before I venture on a purely personal verdict.

My first insight into this problem was at Tulane in 1929 when I instituted their first charging system and carded only those books which were circulated. What data I had at the time was included by Mr. Branscomb in his *Teaching with Books*. My impression at the time was that for circulation purposes 15,000 volumes plus periodicals and reference books were all that served a good college. I know that in my seven-year term the use of books not only increased but widened.

Among the colleges of Upper New York we have been considering the need and feasibility of a cooperative warehouse. Our library ran a test on a thousand volumes selected at random across the shelflist of books which have been in our annex for the past 10 years. These titles were checked against the catalog at Hamilton College and at Cornell University. Of the thousand volumes ($2\frac{1}{2}$ per cent of our warehouse-annex) 40 per cent are duplicated at Hamilton and 66 per cent at Cornell. Of the total 35 per cent are available at all three institutions. It is important to remember that all of these volumes have been in what we call our secondary collection. They were selected for warehousing in 1940 because they had not circulated in five years.

Since I was asked to make this talk, I have checked the circulation of our library for the past five years in three different classifications: the 570-590's, the 336's, and the 942's. These are all fairly active collections in our library but not, I believe, the most active. We examined altogether about 1700 volumes. Since it was done in late August, it includes neither those volumes which have been liberated by the faculty to augment their personal libraries nor the few volumes in regular circulation at that time. The total circulation over five years numbered 3000. Of this random sampling 1064 volumes have not circulated in five years. If anyone could prove to his own satisfaction that these classifications are average in use, it would mean that 60 per cent of our books are excess baggage and except for the standard classics which everyone must have to be respectable, 66,000 volumes could be discarded at Union.

That would be an astonishing proposal to our faculty. They are proud of our library but complain bitterly that they do not have more resources. Do they need more? Do they need the 50,000 they do not use?

I have noted that we have at least 90,000 volumes out of a total collection of 135,000 which did not circulate last year. I also made a projection from quite inconclusive but perhaps indicative data that 66,000 volumes were not used in the past five years. A third fact is that 35 per cent of our collection has been warehoused and practically unused (a circulation of not more than 200 volumes a year) for the past 15 years. I believe that the smallness of the active collection is due in part to four factors: (1) Larger periodical resources; (2) Teaching from current material such as pamphlets and government documents; and on the negative side: (3) A larger collection of reserved books of which 12 per cent were never used; (4) We have not recovered from the war and the military hangover of explicit directions, little student responsibility, and grade worship.

My conclusion, my verdict, if you will, drawn from 20 years' experience as well as from the facts which I have mentioned this morning, is that for the general curricular use of the library, a drastic cut can be made in size. My formula for that would be the total volumes minus bound periodicals, minus the total of two weeks circulation, minus the number of titles on reserve, multiplied by a factor of .6. This, I think, will give you the figure of volumes which are not of current use. However, if you want richness, if you want to guard against radical changes in curriculum, you must reduce the factor to .5 or

.4. Of this unused portion, half or more of your library, I think one copy of every title and of important editions should be kept in a consolidated warehouse within eight hours distance. In addition there must be a constant weeding equal to at least four-tenths of your annual accessions.

Your college and my college are going concerns which must be accepted. The optimum size of our libraries depends fairly on the teaching technique. If you refer back some 10 years to Chancellor Branscomb's greatest contribution to our profession, and it was a really great contribution, you will find considerable discussion of the size of the college library, all tending to show how few different titles are used in many college libraries. My own belief is that universities in their college divisions are even worse offenders from the necessity of coordinating sections rigidly and going through the educational process on production line methods. The optimum size for the best possible education will require many more books and many more librarians than the shopworn methods generally in use. The two libraries which I consider the most effective within the parameters of their colleges are both small, but their use of books by the students will put the most famous of our institutions to shame. The optimum size of the college library will depend on first the teachers, both number and quality, and second on the librarians, number, quality and diversification. To work with books as a teaching medium we must have library assistants on the floor who are the equal of their colleagues in the classroom in the knowledge of subject matter. This means an academic background supplemented, not replaced, by a professional training. We insist upon a master's degree in a subject field for our instructors. I believe that the same is necessary for the librarian, either cataloguer or reference librarian, plus, of course. professional training.

By RUTHERFORD D. ROGERS

Regional Depository Libraries and the Problem of Optimum Size of College and University Libraries

Mr. Rogers is librarian, the Grosvenor Library.

REDUCED to its essentials, the problem which confronts us is twofold: first, whether it is possible to control the size of college and university libraries and, second, if this question can be answered affirmatively, by what means this limitation shall be achieved and maintained. Undoubtedly many academic libraries can be limited in size or their growth controlled. However, there is no one decision, nor is there a single solution, which will fit all cases. Because of financial limitations, there are few libraries which should not exercise extreme care in book selection. Many librarians should take a retrospective view of their resources to determine if, in the light of current objectives, certain materials should be discarded. Still other librarians should maintain a continuing weeding process.

From the viewpoint of research on a national or international scale, the regional depository library enters the picture as a vehicle for preserving rarer but little used items which should not be indiscriminately destroyed after the weeding process. On a more provincial level, the regional depository library provides the means for cooperative storage of little-used materials of research significance, such storage being predicated upon economy of cost and service to participating libraries. This, perhaps is a fair statement of the short-term purposes of regional depository centers. It is quite possible that long-term realities may considerably extend these original functions.

There may not be general agreement this morning with respect to the limitations which can be placed on a college library, but the college library which cannot be limited is more likely to be the exception than the rule, in my opinion. Whatever our decision may be, there is a part of the college community, perhaps 10 per cent of the faculty, which is engaged

in research. This group cannot be served through limited college library facilities, and this is a problem which must be solved by those who would limit college libraries.

Certainly the university library cannot be limited, if at all, as easily as the college library. As a matter of fact, from a theoretical standpoint it would be ideal if the university library could be complete in all major curricular fields, but there are practical limitations, primarily economic in character, which make it impossible for the university library even to approach this ideal. Therefore, the university librarian is faced with a dilemma: the desirability on the one hand of having a library which is unlimited in size and, on the other hand, being forced to accept a book collection falling far short of this goal. As a result, the university librarian has turned to collective action together with his colleagues in the public library field in an effort to gain completeness in research materials, which completeness is an impossibility for any independent library. Consequently, we have the Farmington Plan which, although it has deflnite limitations, particularly for university libraries, holds great promise for achieving its objectives, but I think that this promise will only be fully realized if Farmington planning is combined with certain other developments in library service. Among these collateral developments, the regional depository library appears to be the most important.

Presumably, we all know what a regional depository library is, but in order that we may be in complete agreement with respect to the details of this discussion, a brief definition may be useful. It is an institution to which participating libraries send materials, for the most part old and little used; these materials are assembled, duplicates are eliminated, and the remaining copies then become available to all participating libraries; the collection is shelved according to some simple classification scheme, probably by size, and the depository center is supported by participating libraries according to some formula, either in proportion to the amount of material sent to the center, the size of the budgets of the participating libraries, or otherwise.

Earlier in this paper, it was suggested that the future might see a considerable change in the character and functions of depository libraries. One can hardly analyze this new development and the causes which are bringing it about without concluding that these centers will evolve from primarily warehouse undertakings, as they are now regarded, to major agencies in interlibrary loan. From there they will almost certainly develop into fully integrated libraries serving scholars directly.

Even in our extremely preliminary planning in Upper New York State it has become apparent that regional depository libraries cost a great deal of money. I am thinking not only of the cost of the building and its administration but of other considerations as well. I have surveyed the Grosvenor Library collection with a view to selecting those materials which might be sent to a depository center. This is a tough and exacting task, and one with which you might experiment in your own library. Few other mehods will reveal so quickly the nature of the problems facing those interested in this idea. In addition to this difficult step, which is essentially one of weeding, it has been determined that it costs just about as much to transfer a book to a depository as it does to process it originally. This is true in part because we are not discarding the book but are transferring it to a remote point, changing its ownership and, at the same time, keeping a record of its location. To these costs, we must add the expense of transporting material to the depository center and processing it at that point. In view of these costs, the conclusion seems inescapable that eventually much material will go directly from the publisher to the depository center. All research libraries purchase materials which will not be used immediately upon receipt and which may never be used intensively. It seems reasonable to believe that eventually a fund will be established for the direct purchase of such materials by the depository center without the materials being duplicated and processed throughout the region.

Inasmuch as regional depository libraries are, or will become, very expensive, it is to be hoped that we will not make the same mistakes with them as we have, in some instances, with union catalogs. Union catalogs and regional depositories have certain things in common. They are major cooperative undertakings with long-range implications, and it is probable that the ultimate regional depository library will have as part of its bibliographical

apparatus a union catalog. Those of you who attended the university library meeting at this conference must have been staggered by the figures used to describe problems surrounding the national Union Catalog. I am not criticizing that undertaking, which I consider to be of the utmost importance, but it is indicative of the magnitude to which these projects can develop and how essential it is to plan them intelligently in advance. I hope that this association will take the leadership in planning depository libraries on a *national* basis. It seems to me that large regions are to be desired and, therefore, as a basis for discussion we might consider the establishment of not fewer than three nor more than approximately six.

It remains for us to decide what role college and university libraries shall play in establishing and maintaining a system of depository libraries. I have concluded that the average college library should not be a full-fledged member of such a regional pattern, primarily because the ordinary college library will not purchase the types of materials which would constitute a contribution to a depository center. There are exceptions to this statement particularly in view of valuable gift collections which college libraries have received and undoubtedly will continue to receive. These must be treated as a separate issue. Likewise, we must treat as a separate problem the needs of the small group in the college library community engaged in research. These people will need the services which a regional depository library can render, and I believe that these services should be available to the college on a nominal fee basis.

On the other hand, the university library should be a full-fledged member of a depository system. Pressure for membership is likely to be directly proportionate to size, and also because of size, the university library will have materials of significance to the depository. But of even greater importance is the stake which the university as a whole will have in such a system, as a consequence of which the librarian will want to be assured that his particular regional depository is acquiring those materials of interest to the university curricula.

It does not take a prophet to foresee that regional depository libraries can soon grow to a point where they will be too expensive for participating libraries to support. It appears entirely appropriate and desirable for university and public research libraries to start depository centers, but even in the inception of such a program the participating institutions should look forward to other means of support. At the risk of disagreement with many people, I have concluded that the most logical source of funds is the Federal Government. In the first place, regional depositories will be serving practically all research libraries and many other libraries as well. Therefore, all of our population will indirectly benefit both culturally and economically. Furthermore, if large regions are established, regional boundaries may not coincide with state boundaries, in which event it would be extremely difficult if not impossible to work out a means of state support.

It is not improbable that anyone who speaks with enthusiasm on the subject of depository libraries will be subject to criticism. Fortunately, a number of people of considerable stature, both in and out of our profession, have independently come to general agreement with respect to the feasibility of this idea. Among them are President Eliot of Harvard, to whom the idea is attributed, and Professor Joeckel, who foresaw in the 1930's the early rise of depository centers. Those of you who heard President Ernest Cadman Colwell of the University of Chicago speak at the 1949 A.L.A. midwinter meeting or who have read his stimulating article in *College and Research Libraries*[1] have some conception of his vision with respect to the future effectiveness of depository centers. Finally, I would like to quote from the July 1949 issue of *College and Research Libraries*[2] a statement by a committee of the Association of Research Libraries, as follows: ". . . there was strong opinion in the committee that there must in due course be a network of great regional libraries established in this country which can hardly be created and maintained without federal subsidy."

I urge this association to take the leadership in investigating the regional depository library idea both as a solution to the problem of over-growth as well as a potentially significant factor in library service of the future.

[1] *College and Research Libraries* 10:195-98, July 1949.
[2] *Ibid.*, p. 265.

Revision of the "Shaw List"

Last summer the writer was asked by Wyman Parker, chairman of the A.C.R.L. College Libraries Section, to head a committee to study the need for revising the *List of Books for College Libraries* ("Shaw List") and to explore ways and means for such revision.

All librarians are earnestly asked to express their views to the committee. No questionnaire will be sent as it is felt that the voluntary response to this appeal will be a more valid measure of interest in the project.

The "Shaw List," so-called because it was compiled and edited by Charles B. Shaw, was published in 1931 by A.L.A. Publication was made possible through a grant from the Carnegie Corporation of New York. At that time the Corporation was engaged in making a large scale distribution of funds to aid in the development and strengthening of college book resources. Because there was no reliable standard for evaluating college book holdings for guidance in making grants, the Corporation named an advisory group, headed by William Warner Bishop, to prepare a list that would serve as a standard. The list was prepared for the group by Mr. Shaw.

The "Shaw List" served its immediate purpose so admirably that, in the two decades following its publication, it became generally accepted as a basic and vital tool for measuring the quality of college library book collections and as a buying guide for building up weak collections. The original list numbered about 14,000 titles and a supplement, appearing in 1938, added nearly 8,000 titles. Appropriateness and usefulness for undergraduate student reference and study were the principal criteria for selection and the final list represented the combined judgment of a considerable number of distinguished scholars, educators and librarians.

It has become increasingly evident that the "Shaw List" is growing obsolete as an evaluating standard and buying guide. If continued to be used for these purposes it must be brought up-to-date and a permanent policy for revision established; hence, the appointment of the "Shaw List" Revision Committee. Serving with the writer on this committee are Janet Agnew, Herbert Anstaett and Elkan Buchalter. These Pennsylvania librarians were chosen because of their nearness to Swarthmore College, where the original list was born, and because their geographic proximity makes committee meetings easy.

The U.S. Office of Education reports that there are more than 1800 small colleges in this country. It is to these small colleges that such a list is likely to prove most useful. The committee's first task, then, is to find out whether the librarians of these 1800 colleges do actually want such a list. If so, do they want a completely new "Shaw List," a supplement to the present list, or, perhaps, a quite different kind of list? For example, the new list, if needed, might be on the order of the H. W. Wilson Company's *Standard Catalogs* with monthly and annual cumulative supplements; it might be merely a checklist of the principal reference books and periodicals, like that published by the Southern Association of Colleges and Secondary Schools; or it might be completely revised every four or five years and supplemented by an A.C.R.L. monthly review publication on the order of *The Booklist*.

When the general sentiment with respect to these problems has been determined, the committee will, if necessary, explore ways and means for financing publication of the list, make recommendations for revision procedures, and furnish a list of candidates for the task of directing and editing the actual work of revision.

Let us have your opinions and your ideas, however conservative, reactionary, radical, revolutionary or impossible they may seem.—*Lee C. Brown, Pennsylvania Military College Library, Chester.*

Films in the Academic Library

(Continued from page 130)

tive superiors for increased funds and to buttress his request with sound arguments.

Centralization as a basic principle in the handling of educational films in the academic community is well established. If a good, separate agency has already been established, the librarian should probably do no

(Continued on page 166)

College and University Library Statistics

The statistics for 1949 represent the fourth such compilation to appear under the direct sponsorship of A.C.R.L. In the eight years since the statistics first appeared in *College and Research Libraries,* the total number of institutions reporting has grown from 139 to 188. In the statistics appearing in *C.R.L.* for March 1943, 38 teachers colleges and normal schools, 51 colleges and universities falling in Group I, and 50 colleges and universities in Group II reported. In the current issue, there are statistics for 53 teachers colleges, 66 colleges and universities in Group I, and 69 in Group II. Evidence of the continuing growth in the number of reporting libraries is found in the increase over last year's compilation, in which statistics for 147 institutions were tabulated; 14 colleges and universities have been added in the Group II table, and 12 in the teachers college table this year.

The information in these tables was compiled and summarized under the general direction of G. Flint Purdy, chairman of the Committee on Statistics. The Group I tables were prepared by Donald E. Thompson, Mississippi State College Library. Frank L. Schick, Wayne University Library, prepared the Group II tables; and Wendell W. Smiley, East Carolina Teachers College Library, prepared the tables for teachers colleges. The careful and time-consuming work done by these librarians represents a considerable contribution to the knowledge in this particular area.

Users of these statistics will note that the tables for 1949 contain columns not reported in the 1948 tables, and that certain columns have been dropped. For example, all three tables now include columns for the number of newspapers and periodicals currently received, amounts of money spent on library service per student, and other information useful in determining the relation of a particular library to other libraries. On the other hand, the reporting of library incomes has been simplified by dropping the previous breakdown into gifts, endowments, and so forth. The columns recorded in previous years dealing with the hours per week required of staff members, number of months for which salary is paid, number of days vacation allowed, and other similar data have been eliminated. Careful examination of the statistics for colleges and universities (Group I) will reveal new columns for graduate summer session enrolment, volumes added, total expenditure for personnel, per student expenditure for library salaries, books, periodicals, and binding, the ratio of library expenditure to total college or university expenditure, and other new information, aside from the changes pointed out. Other changes will be noted in the tables for Group II and for teachers colleges. The over-all result is a compilation of increased value.

While the increasing number of libraries reporting statistics, and the changes in the tables add to the value of this compilation, it must be remembered that they also make it necessary to examine the tables critically before making any comparisons with previous years. The increasing number of figures available will distort the high, median, and low measures, for instance, unless only those libraries which have reported statistics over a period of several years are considered. Any attempt to compare the figures for a number of years will have to be based upon individual manipulations. This, of course, is an area in which the Committee on Statistics is concerned. The tables for 1949 indicate that the committee is attempting to move away from the concept of library statistics as merely interesting quantitative data, and toward a system of reporting having more value as a measuring device.

Librarians have been concerned with recording their activities and status in statistical form for many years. The rapid growth of libraries within the past few decades and the recent postwar developments in recognition of the need for higher salaries and new services makes the availability of statistical information imperative. The interest of the Office of Education in gathering data not previously made available, and the activities of the A.C.R.L. in attempting to create a continuous system of statistical reporting are therefore important. If these efforts can be continued over a period of years, the results will indeed be useful.—*Ralph Blasingame, Jr.*

Library	Fiscal Year Ending	Faculty Members[11] Regular Session	Faculty Members[11] Summer Session[12]	Student Enrolment — Regular Session[1] Undergraduate[7]	Student Enrolment — Regular Session[1] Graduate	Student Enrolment — Summer Session Undergraduate[7]	Student Enrolment — Summer Session Graduate	Book Stock[2]	Volumes Added	Newspapers Currently Received	Periodicals Currently Received	Circulation Volumes Lent for Home Use[3]	Reserved Book Loans[4]
Akron	.....[8]	175	80	2,722	53	1,595	125	82,493	3,623	10	568	21,161	41,514
Alabama	30Se49	972	775	8,576	600	6,413[13]	1,685[13]	338,813	36,574	124	2,601	170,694	201,893
Arizona	30Je49	367	112	5,230	205	1,968	375	214,570	9,621	53	1,638	46,585	224,762
Brooklyn	30Je49	950	196	17,216	922	4,801	0	193,419	8,251	7	700	87,184	276,551
Brown	30Je49	476	.....[8]	4,205	500	986	.....[8]	719,368	19,988	20	6,500	106,918	133,644
California (Berkeley)	30Je49	1,790	633	18,576	4,569	15,984[16]	.....[17]	1,626,146	76,220	326	20,951[18]	419,428	585,525
California (Los Angeles)	30Je49	2,020	350	11,840	2,479	5,068	2,415	697,892	73,986	217	11,296	227,101	293,329
Chicago	30Je49	984	.....[8]	.....[19]	.....[19]	.....[20]	.....[20]	1,763,012	61,361	90	7,815	312,597	772,249
Cincinnati	30Je49	907	86	7,670	622	1,701	522	636,022	15,379	24	2,065	59,988	131,393
Colorado	30Je49	.....[23]	.....[23]	9,006	888	4,963	2,252	680,001[24]	36,684	45	3,170	143,183	663,841
Colorado A. & M.	30Je49	320	.....[8]	3,713	109	.....[8]	.....[8]	131,859[25]	4,798	38	1,171	26,910	20,295
Columbia	30Je49	3,207	.....[8]	11,110	17,269	.....[26]	.....[26]	1,853,505	60,557	117	5,004	604,936	1,480,014
Connecticut	30Je49	658	122	7,889	250	1,004	350	150,879	12,609	16	1,500	39,961	71,760
Cornell	30Je49	1,197[28]	258	8,370	1,316	2,739	624	1,398,159	49,716	115[29]	10,074[29]	188,450	276,589
Dartmouth	30Je49	352	0	2,946	15	0	0	655,004	12,905	44	1,881	81,962	197,280
Denver	31Ag49	557	471	10,344	955	9,614[13]	3,012[13]	246,558	28,779	31	1,587	136,953	103,694
Duke	30Je49	580	140	3,762	1,400	1,009	264	960,859	34,240	78	3,600	177,033	156,955
Florida	30Je49	867	867	9,146	997	7,996[13]	1,713[13]	364,985	33,691	156	3,379	168,896	197,830
Georgia	30Je49	407	236	6,770	317	2,940	788	241,608	16,826	68	1,855	37,786	165,474
Harvard	30Je49	2,593	.....[8]	6,061	8,439	.....[8]	.....[8]	5,230,226	110,250	...[8]	3,409[30]	256,220[31]	100,000[32]
Howard (Washington, D.C.)	30Je49	502	103	4,059	1,242	1,543	283	209,411	11,807	57	1,265	82,766	78,671
Idaho	30Je49	277	88	3,912	172	849	210	142,859	21,916	63	861	28,504	27,115
Illinois	30Je49	3,759	.....[8]	22,884	2,984	6,355	2,737	2,283,501	.....[8]	581	18,194	453,781	835,133
Indiana	30Je49	700	350	11,409	3,005[33]	4,667	2,207[33]	800,329	.....[8]	182[29]	10,640[29]	203,784	492,799
Iowa	30Je49	1,233	440	9,045	1,841	2,985	2,018	619,066	17,415	94	2,472	266,457	248,458
Iowa State	30Je49	1,652	279	9,038	936	1,962	929	401,759	12,888	101	2,328	120,651	10,494[32]
Joint University	30Ap49	661	300	4,163	1,593	1,736	2,304	539,726	25,161	28	3,628	311,889	217,130
Kansas	30Je49	1,100	259	9,029	722	2,960	598	406,517	13,402	213	1,796	70,637	298,375
Kentucky	30Je49	938	447	6,768	765	3,705	333	466,135	29,017	140	2,233	166,551	.....[8]
Lehigh	30Je49	308	84	3,163	361	941	195	246,971	6,160	4	1,700	43,669	18,447
Louisiana State	30Je49	703	311	8,430	933	3,797	987	364,742[34]	22,881	72	1,683	83,519	13,205[32]
Maine	30Je49	300	78	3,980	122	655	318	225,666	7,970	13	1,033	34,091	87,984
Mass. Inst. of Tech.	30Je49	1,296	.....[8]	5,458	1,602	1,991	848	435,154	17,673	7	2,300	120,715	57,886[32]
Michigan	30Je49	1,309	761	13,903	7,126	4,626	5,361	1,415,650	40,453	149	6,398	245,306	1,110,830
Michigan State	30Je49	1,390	495	16,405	1,363	4,981	1,070	303,286	70,915	227	2,326	177,344	265,765
Minnesota	30Je49	3,000	1,000	22,078	.....[8]	17,044[13]	3,939[13]	1,513,625	23,600	117	24,259[35]	119,522[36]	203,222[36]
Mississippi State	30Je49	.....[8]	.....[8]	3,116	172	1,533	367	130,562	4,864	41	2,378	25,726	18,888
Missouri	.....[8]	.....[37]	.....[37]	10,370	969	3,780	1,206	585,081	19,902	100	3,000	112,722	255,491
Montana	30Je49	189	.....[8]	3,321	135	983	360	164,727	4,796	25	836	37,324	83,269
New Hampshire	30Je49	228	.....[8]	3,365	185	912	272	157,294	8,376	50	1,140	51,895	7,460[32]
New Mexico	.....[8]	265	141	4,267	528	1,377	507	170,500	14,330	68	1,182	127,168	59,797
New York (N.Y.U.)	30Je49	2,317	1,363	26,550	20,697	13,664	7,771	845,179	54,955	...[8]	4,000	239,348	713,806
North Carolina	30Je49	592	305	5,726	1,877	5,952[13]	2,043[13]	536,095	22,241	38	4,638	268,014	44,412[32]
North Dakota	30Je49	170	74	2,647	129	655	292	161,512	4,221	40[30]	725[30]	23,334	36,730
Northwestern	31Ag49	2,122	392	22,916	1,570	6,262	1,889	987,956	57,557	75	8,835	166,476	223,557
Ohio State	30Je49	2,363	900	21,161	2,687	7,807	2,879	819,406	52,256	93	3,456	181,274	1,058,937
Oklahoma	30Je49	.....[39]	.....[39]	10,317	950	3,660	1,435	308,149	15,476	95	2,091	99,474	55,709
Oregon	30Je49	511	138	6,356	597	2,009	738	433,270	50,080[40]	143	2,248	142,813	328,890
Oregon State	30Je49	899	112	7,039	370	1,860[13]	692[13]	242,600	12,207	109	2,076	69,055	110,565
Pennsylvania	30Je49	2,259	.....[8]	14,311	5,453	3,015	1,461	1,165,210	40,577	66	2,893	188,304	87,821[32]
Pennsylvania State	30Je49	1,805	411	8,805	987	.....[8]	.....[8]	308,964	15,599	75	3,483	107,678	228,241
Pittsburgh	30Je49	1,513	.....[8]	14,684	4,979[33]	7,005	2,286	548,200	34,700	20	3,278	121,071	124,488
Princeton	30Je49	470	0	3,411	607	0	0	1,143,097	24,475	...[8]	.....[8]	155,189	156,825
Rochester	30Je49	835	140	5,094	624	1,098	401	496,097	16,480	46	2,795	101,743	180,746
Southern Methodist	30Je49	273	192	7,120	373	6,354[13]	686[13]	263,091	19,197	24	1,212	128,636	61,388
Syracuse	30Je49	1,509	395	15,165	2,223	1,463	921	358,349	15,157	37	2,382	179,000	212,560
Temple	30Je49	851	293	14,852	1,716	6,141	1,096	307,058	18,006	44	2,483	130,486	111,091[41]
Tennessee	30Je49	1,797	378[42]	8,488	988	3,648[42]	1,250[42]	310,659	20,930	37	2,353	114,496	168,344
Texas	31Ag49	.....[47]	.....[8]	15,134	1,703	11,943[13]	4,133[13]	898,755	31,362	185	6,650	182,666	895,563
Utah	30Je49	475	.....[8]	8,832	1,034	.....[8]	.....[8]	226,734	18,647	36	2,647	143,854	115,286
Virginia	30Je49	365	116	3,941	1,141	1,525	337	551,497	36,597	150	3,800	62,936[43]	85,276[43]
Washington (St. Louis)	30Je49	1,419	300	13,860	588	6,696[13]	566[13]	501,177	21,136	5	2,851	122,979[10]	68,603[10]
Washington (Seattle)	31Mr49	853	427	14,340	1,650	5,597	1,783	666,348	39,992	220	10,702[35]	214,542	223,083
Wayne	30Je49	.....[8]	.....[8]	11,574	1,048	3,026	737	347,463	29,055	50	2,627	99,328	152,853
Wyoming	30Je49	484	184	3,070	215	1,557	500	147,562	8,561	67	1,064	62,644	55,462
Yale	31My49	1,396	0	5,573	3,119	0	0	3,877,819	128,312	129[30]	6,282[20]	208,451	100,694
High		3,759	1,363	26,550	20,697	13,664	7,771	5,230,226	128,312	581	18,194	604,936	1,480,014
Median		853	269	8,430	962	2,009	737	434,217	21,033	66	2,380	127,168	189,013
Low		170	0	2,647	15	0	0	82,493	3,623	4	568	21,161	18,447
N[46]		59	48	65	64	49	49	66	64	61	60	61	54

1 As of third week, fall term. **2** Total at end of fiscal year. **3** Excludes overnight loans and loans of reserved books. **4** Includes overnight loans. **5** Generally includes audio-visual aids. **6** Does not include building operation and maintenance and capital outlay. **7** Resident and special students. **8** Not reported or not available. **9** Central library and all agencies. **10** Excludes Law, Dentistry, Medicine, and Nursing libraries. **11** Officers, teachers, extension workers, etc. **12** Including those from regular staff and special summer teachers. **13** Total for both sessions. **14** Includes periodicals. **15** Included in book figure. **16** Two sessions; includes graduate students. **17** Included with summer undergraduates. **18** Includes serials and public documents. **19** Undergraduate, 2,572; divisional, 4,218; professional, 1,420; university college, 1,666. **20** Undergraduate, 703; divisional, 3,480; professional, 1,063; university college, 9. **21** Includes student service. **22** Included in staff salaries. **23** Entire staff equivalent to 628. **24** Includes 303,208 documents. **25** Excludes 20,000 periodicals and documents.

Statistics 1948–49 (Group I)

Library Operating Expenditures[9]										
Staff Salaries	Student Service	Total Staff Salaries & Student Service	Books[5]	Periodicals	Binding	Total Books Periodicals & Binding	Other Expenses[6]	Total Operating Expenditures	Per Student Expenditures for Library Salaries[44,45]	Per Student Expenditures for Books, Periodicals & Binding[45]
$ 33,660	$ 2,831	$ 36,491	$ 16,500	$ 2,500	$ 2,500	$ 21,500	$ 1,450	$ 59,481	$ 8.12	$ 4.78
119,885	23,336	143,221	67,023[14]	.....[15]	11,673	78,696	11,875	233,792	8.29	4.56
40,427	13,615	54,042	23,599[14]	.....[15]	5,229	28,828	2,304	85,174	6.95	3.71
109,350	35,665	145,015	22,436	6,568	4,476	33,480	6,769	185,264	6.32	1.46
153,630	9,392	163,022	50,266	18,756	15,842	84,864	.....	247,866	28.65	14.91
628,866	211,677	840,543	260,585[14]	.....[15]	70,341	330,926	65,190	1,236,659	21.48	8.46
318,372	87,000	405,372	191,388	22,000	53,746	267,134	18,203	690,709	18.59	12.25
434,501[21]	.....[22]	434,501	135,635	22,930	43,127	201,692	31,984	668,177	28.72	13.33
121,422	11,516	132,938	37,851	9,914	13,059	60,824	2,790	196,552	12.64	5.78
95,011	33,699	128,710	52,719[14]	.....[15]	8,584	61,303	6,255	196,268	7.52	3.58
34,733	10,296	45,029	2,081	3,842	2,605	8,528	4,092	57,649	11.78	2.23
791,446[21]	.....[22]	791,446	179,308[14]	.....[15]	62,658	241,966	47,293	1,080,705	17.54	5.36
40,796	6,078	46,874	44,685[27]	.....[15]	.....[15]	44,685	.....	91,559	4.94	4.71
318,683	47,207	365,710	180,535[27]	.....[15]	.....[15]	180,535	33,740	580,165	28.03	13.84
116,599	9,727	126,326	36,267	18,446	13,695	68,408	73,628	268,362	42.66	23.10
117,418	15,012	132,430	66,905[14]	.....[15]	8,718	75,623	6,706	214,759	5.54	3.16
181,353	23,744	205,097	130,989[27]	.....[15]	.....[15]	130,989	15,357	351,443	31.87	20.36
189,544	51,098	240,642	98,025	11,872	5,966	115,863	12,619	369,124	12.12	5.84
88,924	14,000	102,924	54,821	14,284	8,252	77,357	9,938	190,219	9.52	7.15
812,364	33,000	845,364	365,988[14]	.....[15]	96,338	462,326	196,189	1,503,879	58.30	31.88
83,342	8,400	91,742	18,129	9,321	4,832	32,282	2,689	126,713	12.87	4.53
32,313	13,275	45,588	9,428	1,347	2,738	13,513	4,686	63,787	8.86	2.63
689,279[21]	.....[22]	689,279	375,158[27]	.....[15]	.....[15]	375,158	49,321	1,113,758	19.72	10.73
185,000	30,000	215,000	140,000	48,000	34,000	222,000	12,000	449,000	10.10	10.43
164,719	56,466	221,185	44,760	41,426	15,582	101,766	16,153	339,104	13.92	6.40
96,569	14,056	110,625	30,345	28,737	18,326	77,408	8,029	196,062	8.60	6.02
92,308	39,126	131,434	86,487[14]	.....[15]	15,296	101,783	13,000	246,217	13.42	10.39
79,088	31,263	110,351	68,957	13,560	13,592	96,109	7,863	214,323	8.29	7.22
106,934	20,398	127,332	79,098	9,586	12,063	100,747	30,639	258,718	11.00	8.71
30,307	3,419	33,726	14,258	6,831	7,696	28,785	3,544	66,055	7.24	6.18
162,334	20,232	182,566	46,613	18,922	16,982	82,517	13,555	278,638	12.90	5.83
22,822	8,204	31,026	10,550	5,470	3,142	19,162	2,382	52,570	6.11	3.78
137,896	10,400	148,296	34,835	10,186	9,882	54,903	14,516	215,715	14.98	5.55
562,330	42,100	604,430	177,642[27]	.....[15]	.....[15]	177,642	22,250	804,322	19.49	5.73
76,170	40,924	117,094	62,333	41,878	7,700	111,911	13,128	242,133	4.92	4.70
390,570	76,137	466,707	220,503[27]	.....[15]	.....[15]	220,503	24,804	712,014	10.84	5.12
36,075	3,387	39,462	16,360	15,395	6,456	38,211	3,553	81,226	7.61	7.37
112,235	28,001	140,236	60,179	31,786	9,688	101,653	21,686	263,575	8.59	6.63
39,425	8,600	48,025	17,405[23]	4,706	.....[15]	22,111	1,861	71,997	10.01	4.61
36,097	10,540	46,637	12,009	3,061	3,633	18,703	2,696	68,036	9.85	3.95
52,310	14,600	66,910	37,365[14]	.....[15]	4,000	41,365	4,300	112,575	10.02	6.19
408,427[21]	.....[22]	408,427	113,994[14]	.....[15]	22,879	136,873	45,548	590,848	5.95	1.99
179,466	29,076	208,542	54,349	18,083	10,816	83,248	16,850	308,640	13.37	5.34
17,329	2,507	19,836	18,718[15]	.....[15]	1,801	20,519	804	41,159	5.33	5.51
259,997	66,366	326,363	180,364[15]	.....[15]	.....[15]	180,364	37,891	544,618	10.00	5.53
231,525	44,241	275,766	192,612[27]	.....[15]	.....[15]	192,612	9,936	478,314	7.99	5.58
58,281	23,000	81,281	74,042[14]	.....[15]	3,532	77,574	6,000	164,855	4.97	4.74
138,999	16,512	155,511	54,478	8,463	8,215	71,156	13,676	240,343	16.03	7.34
100,972	16,322	117,294	26,725	9,698	12,384	48,807	6,802	172,903	11.78	4.90
315,762	29,839	345,601	97,175	27,406	25,688	150,269	17,270	513,140	14.26	6.20
126,364	42,798	169,162	59,113[27]	.....[15]	.....[15]	59,113	11,472	239,747	8.49	2.97
102,684	17,572	120,256	104,647[27]	.....[15]	.....[15]	104,647	10,154	235,057	4.15	3.61
232,792	8,535	241,327	69,282	26,255	22,208	117,745	20,437	379,509	60.06	29.30
118,111	14,412	132,523	68,336[14]	.....[15]	15,403	83,739	12,771	229,033	18.36	11.60
66,800	14,194	80,994	43,189	13,925	7,114	64,228	3,667	148,889	5.57	4.42
155,345	30,888	186,233	52,608	10,284	9,759	72,651	4,009	262,893	9.42	3.67
145,058	13,986	159,044	49,582	14,187	11,825	75,594	8,781	243,419	6.68	3.18
142,183	10,664	152,847	47,376	18,477	15,097	80,950	21,270	255,067	10.63	5.63
193,909	76,607	270,516	69,611	39,219	28,898	137,728	15,483	423,727	8.22	4.18
78,710	24,965	103,675	47,796	19,093	8,690	75,579	11,924	191,178	10.51	7.66
173,445	28,946	202,391	65,875	18,021	21,091	104,987	16,525	323,903	29.15	15.12
113,500	19,110	132,610	56,999	32,955	6,481	96,435	5,360	234,405	6.11	4.44
237,848	75,049	312,897	152,441[27]	.....[15]	.....[15]	152,441	24,544	489,882	13.39	6.52
146,837	26,779	173,616	92,115	15,830	12,000	119,945	13,421	306,982	10.60	7.32
34,693	8,531	43,224	14,703	9,418	6,599	30,720	4,289	78,233	8.09	5.75
515,999[21]	.....[22]	515,999	255,702[27]	.....[15]	.....[15]	255,702	39,229	810,930	59.36	29.42
812,364	211,677	845,364	191,388	48,000	96,338	462,326	196,189	1,503,879	60.06	31.88
117,418	20,232	136,587	48,689	14,284	10,816	82,883	12,310	242,776	10.31	5.74
17,329	2,507	19,836	2,081	1,347	1,801	8,528	804	41,159	4.15	1.46
61	61	66	40	41	53	66	64	66	66	66

26 16,740 graduates and undergraduates in 1948. **27** Includes periodicals and binding. **28** Down to and including assistant professor only. **29** Not excluding duplicates. **30** Central collection only. **31** General and undergraduate libraries only. **32** Overnight only. **33** Includes professional schools. **34** Excludes 128,629 volumes not under control of university librarian. **35** Includes serials. **36** Central library only. **37** Entire staff is 750 full-time. **38** Includes binding. **39** Entire staff is 569½ full-time. **40** Includes 29,347 volumes not previously reported. **41** Use in building only. **42** Knoxville division only. **43** Partial record of central library only. **44** Staff salaries and student assistance. **45** Number of students based on total undergraduate and graduate enrollment for regular and summer sessions. **46** Number of libraries on which high, median, and low are based. **47** 761 on full-time basis.

Library	Total College or University Expenditures	Ratio of Library Expenditures to Total College or University Expenditures	Salaries									
			Chief Librarian	Associate or Assistant Chief Librarian	Department Heads All Departments[1]			Professional Assistants All Departments[1]			Subprofessional Assistants All Departments[1]		
					No.	Minimum	Maximum	No.	Minimum	Maximum	No.	Minimum	Maximum
Akron	[2]		[2]		0			5	$2,800	$3,300	4	$2,080	$2,500
Alabama	$ 5,437,036	$4.30	[2]		9	$3,800	$4,100	21½	2,400	3,500	6	1,900	2,200
Arizona	3,234,048	2.64	$5,800	$4,100	3	2,800	3,300	5½	2,400	2,900	4	2,300	2,300
Brooklyn	4,576,488	4.05	[3]	[2]	7	3,900	6,768	13	3,050	3,900	0		
Brown	3,684,274	6.73	6,250	5,000	9	2,520	4,000	14 2/8	2,000	3,120	27 1/6	1,300	2,500
California (Berkeley)	[2]		10,200	6,300	25	3,360	7,200[4]	73½	2,880	4,920	62½	2,340	3,240
California (Los Angeles)	[2]		7,800	5,880	13	2,880	5,580	46	2,880	4,620	24	2,340	2,880
Chicago	[2]		[2]	[2]	25	[2]	[2]	34	[2]	[2]	0		
Cincinnati	5,588,208	3.52	6,620		13	1,920	4,000	11	2,520	3,290	6	1,920	3,120
Colorado	5,333,711	3.68	7,000	4,800	12	2,100	3,780	7	2,583	2,835	4	2,088	2,172
Colorado A. & M.	3,831,414	1.50	4,800	3,800	1	3,300	3,300	3	2,700	3,300	3½	1,500	2,000
Columbia	19,693,311	5.49	[2]	[2]	30	2,600	[2]	64½	2,800	5,400	2	2,220	2,220
Connecticut	5,000,000	1.83	[2]		9	2,700	3,180	8	2,120	2,340	0		
Cornell	17,417,897	3.33	[2]	[2]	10	3,000	3,840	17½	2,700	4,300	0		
Dartmouth	3,345,000	8.02	7,800	[5]	12	1,920	3,300	11	1,800	3,900	9	1,620	1,710
Denver	4,211,271	5.10	7,000	5,000	6	2,950	3,400	19⅔	2,400	3,000	0		
Duke	5,666,985	6.20	[2]	[2]	10	[2]	[2]	26½	[2]	[2]	23½	[2]	[2]
Florida	9,011,898	4.10	5,750	4,500	8	1,740	3,400	15½	2,600	3,200	9	1,740	2,300
Georgia	3,540,400	5.36	[2]	[2]	9½	2,400	3,700	11	1,800	3,000	4	1,500	1,860
Harvard	28,454,302	5.30	[2]		27½	1,600	10,000	116½	2,100	7,000	39½	1,600	2,640
Howard (Washington, D.C.)	[2]		5,905		5	3,397	4,150	6	2,645	2,645	5	1,954	2,394
Idaho	2,879,327	2.22	5,208		5	3,300	4,000	6	2,900	3,300	1	2,400	2,400
Illinois	33,656,258	3.31	10,500	6,900	30 2/5	3,900	5,900[7]	88 9/10	2,600[7]	4,680[7]	0		
Indiana	[2]		[2]	[2]	19	[2]	[2]	21	[2]	[2]	0		
Iowa	7,496,580	4.52	8,580	[8]	10	2,920	4,220	24	2,460	3,900	17¼	1,100	2,160
Iowa State	10,650,354	1.84	7,000	6,740	6	2,520	3,600	8	2,300	2,800	11	1,560	1,920
Joint University	[2]		[2]		11	[2]	[2]	19	[2]	[2]	3	[2]	[2]
Kansas	[2]		5,200	4,000	15	1,600	3,000	5	2,400	2,500	6	1,800	2,400
Kentucky	[2]		[2]		13	2,040	3,500	11	1,920	2,600	0		
Lehigh	2,962,773	2.23	3,800		2	2,500	3,000	4	2,300	2,400	2	1,700	1,700
Louisiana State	[2]		6,500	[9]	13¾	2,800	4,000	16	2,400	3,600	14	1,800	2,000
Maine	3,315,744	1.59	4,800		3	2,000	3,000	2	2,400	2,640	3	1,320	1,800
Mass. Inst. of Tech.	[2]		[2]	[2]	14	[2]	[2]	17	[2]	[2]	5	[2]	[2]
Michigan	27,783,161	2.89	9,000[10]	[11]	27	2,800	4,800	82½	2,300	4,450	34½	1,920	2,280
Michigan State	13,787,725	1.76	7,200	4,500	9½	1,872	4,000	11	2,500	3,300	5	2,300	2,900
Minnesota	[2]		9,775	6,600	22	2,448	5,952	61	2,448	4,200	0		
Mississippi State	7,177,651	1.13	5,500	4,000	4½	2,500	3,600	5½	2,600	3,000	0		
Missouri	10,589,253	2.49	5,800		11	2,400	3,560	11	2,300	3,200	9	1,700	2,200
Montana	3,000,000	2.40	5,000	4,100	4	2,800	3,800	3½	2,400	3,000	½	1,720	1,720
New Hampshire	2,608,201	2.61	4,200	3,400	2	3,100	3,400	6	2,600	3,000	6	1,500	1,985
New Mexico	2,341,852	4.81	[2]	4,400	5	3,600	4,000	5	2,500	3,100	0		
New York University	25,304,662	2.33	[12]	[13]	7	3,300	4,200	31	2,700	3,700	0		
North Carolina	[2]		8,280	5,400	17	2,520	8,200	23½	2,016	3,384	6	2,304	2,880
North Dakota	3,059,428	1.35	5,000		3	3,300		1	3,000		0		
Northwestern	11,488,972	4.74	10,000	5,100	6½	2,800	5,000	24½	2,520	3,600	5	2,100	2,520
Ohio State	19,886,881	2.41	7,200	7,008	19	1,800	5,004	23½	2,160	3,576	0		
Oklahoma	[2]		6,200	4,200	5	3,000	3,300	8	1,800	2,700	9	1,440	1,560
Oregon	3,339,396	7.20	7,000		9 3/10	2,678	3,990	17	2,468	3,250	7	2,077	3,072
Oregon State	6,157,623	2.81	8,114	4,410	3 1/10	3,465	3,885	18	2,468	3,738	2	2,100	
Pennsylvania	21,685,155	2.37	[2]	[18]	22½	2,520	4,100	25	2,340	4,500	52¾	1,620	2,500
Pennsylvania State	14,905,117	1.61	6,300	[19]	9	2,736	4,404	14	2,184	3,144	0		
Pittsburgh	8,671,877	2.71	[2]	[2]	10	[2]	[2]	10	[2]	[2]	13	[2]	[2]
Princeton	6,190,200	6.13	[2]	[2]	3	5,000	5,500	24½	2,400	3,600	26	1,440	3,000
Rochester	[2]		[2]	[2]	10	2,600	3,600	15	2,600	3,000	9	1,716	1,872
Southern Methodist	2,709,946	5.49	4,500	4,200	7	3,000	3,800	10	2,100	2,700	0		
Syracuse	[2]		7,000	3,840	19	2,640	3,540	20	2,220	3,240	10	1,200	1,320
Temple	7,334,584	3.32	[2]	4,100	14	2,400	3,120	16½	2,400	2,880	11	1,620	2,160
Tennessee	9,633,176	2.65	[2]	[20]	7	2,500	4,400	3	2,500	4,200	21	1,620	2,700
Texas	9,358,006	4.53	7,500	5,000	17⅘	2,520	4,500	25	2,520	3,720	7½	1,944	2,400
Utah	6,456,785	1.41	6,000	4,500	8	3,000	3,600	8	2,200	3,350	0		
Virginia	[2]		7,416	[21]	7	2,532	5,064	19	2,412	3,552	17	2,244	2,412
Washington (St. Louis)	7,020,122	3.34	7,500		16	2,400	4,500	10	2,400	3,000	13	1,500	2,100
Washington (Seattle)	8,500,000	5.76	7,800		13	2,100	4,800	32½	2,520	3,900	0		
Wayne	8,132,562	3.77	9,145		6	4,858	5,935	15	3,445	5,245	19⅝	2,806	2,938
Wyoming	3,377,442	2.32	5,196		5	3,000	3,804	3	2,808	3,504	2	2,400	2,544
Yale	14,182,462	5.72	[2]	[2]	5	[2]	[2]	61	2,460	4,740	0		
High	33,656,258	8.02	10,500	7,008	30	5,000	10,000	116½	3,445	7,000	62¾	2,806	3,240
Median	6,456,785	3.32	7,000	4,500	9⅖	2,689	4,000	15	2,454	3,300	5	1,800	2,300
Low	2,341,852	1.13	3,800	3,400	0	1,600	3,000	1	1,800	2,340	0	1,100	1,320
N[23]	49	49	43	27	66	58	56	66	60	59	66	43	42

1 Includes school, college, and departmental libraries. 2 Not reported, not available, or confidential. 3 $5,400–$7,900. 4 Salary of Director of Bancroft Library. 5 2½ assistant librarians, range $3,600–$6,300. 6 Central research, undergraduate, and rare book libraries only. 7 Central library only. 8 Two at $4,909 and $5,544. 9 Two at $4,500 and $5,000. 10 Balance of salary from another budget. 11 Two at $6,000 and $8,500. 12 One director with seven li-

Statistics, 1948–49 (Group I)

Salaries: Clerical Assistants and Others All Departments[1]		Number of Employees in Full-Time Equivalent[1]					Number of Students Employed	Hourly Rate of Pay for Student Service		Hours of Service: Circulation			Hours of Service: Reading and Study		
No.	Minimum	Maximum	Professional	Subprofessional	Administrative Office Assistants	Clerical and Other	Total		Minimum	Maximum	Regular Session	Summer Session	Vacation	Regular Session	Summer Session	Vacation
5	$1,400	$1,800	6	4	1	4	15	36	.50	.75	65	44	44	...	..	..
5	1,500	2,100	31½	6	1	4	42½	84	...[2]	.....[2]	79	79	48	79	79	48
3	2,000	2,200	10½	4	1	2	17½	36	.60	.75	79	79	44	79	79	44
11	1,450	3,600	21	0	1	10	32	80	.60	.75	62	56	35	62	56	35
23 7/38	1,040	2,600	25 21/38	27 23/38	1	24 7/38	76 6/19	40	.60	.80	82½	73	40	89	79	40
45	2,040	4,080	100½	62½	1	44	208	300	.923	1.327	88	78	54	88	78	54
24	2,040	3,120	61	24	1	23	109	150	.923	1.125	84½	84½	75½	84½	84½	75½
142	.....[2]	.....[2]	62	0	0	142	204	...[2]	.....[2]	.....[2]	80½	80½	24	81½	81½	24
19	1,520	3,300	25	6	1	18	50	52	.40	.65	72	72	46	72	72	46
9	1,692	2,583	21	4	1	8	34	65	.60	.70	74	74	44	74	74	44
5	2,280	2,370	6	3½	0	5	14½	35	.45	.75	80	67	44	...	...	..
217	1,600	3,150	97½	2	5	212	316½	...[2]	.80	1.00	76	79	48	...	..	..
4	1,920	2,520	18	0	1	3	22	30	.45	.50	82½	72½	43½	...	..	..
29	1,560	2,400	30½	0	0	29	59½	...[2]	.60	.90	87	80	44	...	..	..
18	1,380	2,400	26½	9	1	16	52½	45	.65	.75	88	..	54	88	..	54
22½	1,440	2,100	27 2/3	0	1½	21	50½	61	.50	.75	81	81	38	81	81	38
14	.....[2]	.....[2]	38½	23½	1	13	76	75	.....[2]	.....[2]	89	84	44	89	84	44
14	1,620	1,920	25½	9	0	14	48½	85	.50	.75	85	85	66	...	..	..
12½	1,380	2,100	22½	4	1	11½	39	38	.50	.75	87	87	46½	87	87	46½
182 1/10	1,320	3,600	145	39½	5	167 1/10	356½	...[2]	.45	1.00	52½	52½	48	75	75	48
5	1,954	2,394	12	5	1	4	22	56	.35	.35	84	75	45	84	75	45
9	1,500	2,100	12	1	1	8	22	35	.65	.70	...	..	..	...	..	..
83	1,560[7]	3,300[7]	121 79/100	0	0	83	204 79/100	181	.50	1.00	83	80	54	83	80	54
40½	.....[2]	.....[2]	34	0	0	48½	82½	100	.45	.70	93½	93½	44	93½	93½	44
5½	1,620	2,760	37	17½	2	3½	60½	256	.40	.75	81	82	38½	81	82	38½
20	1,320	1,920	16	11	3	17	47	...[2]	.55	.80	85½	83	49	85½	83	49
8½	.....[2]	.....[2]	32½	3	1	9	45½	...[2]	.....[2]	.....[2]	80	80	47	80	80	47
5	1,560	1,900	22	6	1	4	33	91	.50	.75	88	82	43	88	82	43
23½	1,200	2,100	25	0	0	23½	48½	69	.40	.65	82	82	46	82	82	46
6	1,200	1,380	7	2	0	6	15	14	.....[2]	.....[2]	82	74	49	...	..	..
13	1,680	2,800	32¾	14	2	11	59¾	95	.40	.70	85	86	50	85	86	50
3	1,320	1,600	6	3	1	2	12	...[2]	.50	.60	90½	67½	40	...	..	..
16	.....[2]	.....[2]	33	5	1	15	54	45	.....[2]	.....[2]	68½	40	40	...	..	..
5½	1,920	2,580	112½	34½	0	5½	152½	...[2]	.....[2]	.....[2]	84	84	60	...	..	..
8½	1,352	2,160	22½	5	1	7½	36	130	.65	.90	91	82	44	91	82	44
60	1,680	3,048	85	0	0	60	145	...[2]	.81	.98	79	79	49	79	79	49
3	1,500	1,560	12	0	1	2	15	12	.35	.60	76½	76½	46½	76½	76½	46½
23	1,380	1,680	23	9	2	21	55	120	.45	.60	80	80	49	84	84	49
4	1,800	1,824	9½	½	1	3	14	26	.50	.80	59	55	12	62	55	12
2	1,400	1,500	10	6	0	2	18	57	...[2]	.....[2]	83	74	54	83	74	54
7½	1,500	2,380	12	0	1	6½	19½	60	.60	.70	78	78	33	78	78	33
108	1,440	2,760	50	0	0	108	158	...[2]	.80	1.00	80½	64	40	84½	64	40
12½	1,494	3,600	43½	6	1	11½	62	...[2]	.45	1.00	82½	82½	51	88½	82½	51
0	.....	.....	5	0	0	0	5	...[2]	.60	1.00	74	70	38	...	..	..
32	1,800	2,880	33	5	0	32	70	...[2]	.65	1.00	...[14]	...[15]	48	...[14]	...[15]	48
55½	1,596	4,428[22]	44½	0	1	54½	100	134	.50	1.10	79	75	49	79	75	49
5	1,440	1,860	15	9	1	4	29	72	.50	.55	82	79	44	82	79	44
21½	1,800	2,316	27 3/10	7	1	20½	55 1/20	57	.45	1.00	86	78	48	86	78	48
12 7/20	1,800	2,508	23 2/5	2	1	11 7/20	37 93/100	104	.50	.87	83½	...[16]	44	...	..	..
46½	1,320	2,680	51½	52½	0	46½	150½	193	.70	1.00	77½	68¼	44	77½	68¼	44
27	1,452	2,304	26	0	0	27	53	233	.50	1.25	88	88	48	88	88	48
17½	.....[2]	.....[2]	21 11/16	13	1	16½	52 5/16	...[2]	.....[2]	.....[2]	67½	67½	53	67½	67½	53
54⅔	1,200	2,400	29⅓	26	5	49⅔	110	...[2]	.....[2]	.....[2]	104	74½	44	104	74½	44
18	1,456	2,600	27	9	1	17	54	92	.60	.75	76½	76½	44	76½	76½	44
8	1,500	1,800	19	0	0	8	27	61	.40	.85	79	79	43	79	79	43
19	1,500	2,640	41	10	0	19	70	105	.50	1.00	75	66	44	...	..	..
16	1,440	1,800	32½	11	2	14	59½	42	.50	.75	76	42½	40	76	42½	40
27	1,320	2,500	13	21	1	26	61	28	.60	.75	84½	84½	38½	84½	84½	38½
25½	1,752	3,360	45 3/16	7½	1	24½	78 1/10	170	.50	.60	81½	81½	54	...	..	..
13	1,660	2,000	18	0	1	12	31	64	.....[2]	.....[2]	89	89	41½	...	..	..
26	1,500	2,532	29	17	4	22	72	42½	.58	.94	98	92	55	98	92	55
11	1,500	2,400	27	13	1	10	51	99	.60	1.00	79	74	44	83	74	44
91½	1,800	2,850	46½	0	1	90½	138	20	.65	1.00	80	80	43	...	..	..
6	2,231	3,456	22	19⅔	0	6	47⅔	...[2]	.60	.85	76	56	48	76	56	48
2	1,860	3,096	9	2	1	1	13	22	.60	.65	78½	78½	33	78½	78½	33
108½	1,404	2,820	69	0	0	109½	178½	100	....[2]	.....[2]	84	..	42½	84	..	42½
217	2,280	4,428[22]	142	142	5	212	356⅔	300	.923	1.327	104	93½	75½	104	93½	75½
15	1,500	2,400	26¼	5	1	14	51¼	64½	.50	.75	81½	79	44	82½	79	45
0	1,040	1,380	5	0	0	0	5	12	.35	.35	52½	40	12	62	42½	12
66	59	59	66	66	66	66	66	50	53	53	64	61	65	48	46	49

brarians at $2,900 to $6,200. **13** Four at $3,700 to $6,000. **14** 82½–94½. **15** 82½–86½. **16** 59–69. **17** Includes three affiliated hospitals. **18** Three at $4,700 and $5,400. **19** Two at $4,224 and $4,704. **20** Two division chiefs at $4,200 and $5,000. **21** Two at $4,848 and $6,072. **22** Bindery foreman. **23** Number of libraries on which high, median, and low are based.

Library	Fiscal Year Ending	Student Enrolment Regular Session	Student Enrolment Summer Session	Faculty Members Regular Session	Faculty Members Summer Session	Book Stock	Periodicals Currently Received	Newspapers Currently Received	Circulation Volumes Lent for Home Use	Circulation Per Capita Home Circulation	Reserved Book Loans
Adelphi College	30Je49	2,357	1,200	158	31	48,728	301	6	18,548	4.9[23]	38,759
Agnes Scott College	.....	546	.....	50	...	59,800	276	6	11,907	20.0	8,616
Alabama College	Ag49	753	460	100	80	56,604	405	16	38,774	28.0[23]	54,772
Amherst College	30Je49	1,218	.....	110	...	275,280[2]	807	10	30,246	23.0	128,125
Antioch College	.....	1,113	.....	108	...	75,742	490	37	28,216	23.0	24,934
Augustana College	31Jl49	813	312	58	11	27,534	300	67	6,372[3]	5.3[23]	8,781
Austin College	.....	670	331	36	19	21,996	300	5	16,414	15.5[23]	.....
Bates College	30Je49	778	.....	86	...	80,727	324	11	27,752	32.2	40,307
Beloit College	30Je49	1,096	139	77	19	156,061	400	13	12,999	9.8[23]	21,364
Bennington College	31Jl49	306	.....	57	...	30,028	167	5	22,712[4]	62.0	2,906
Birmingham-Southern Coll.	31Ag49	1,078	496	63	40	69,361	370	14	18,991	11.3[23]	9,191
Bowdoin College	30Je49	1,012	617	86	...	220,516	446	13	19,287	11.3[23]	25,670
Bryn Mawr College	30Je49	903	.....	102	...	207,705	1,000[3]	7	46,047	46.0[23]	.....
Bucknell University	30Je49	2,411	1,065	132	60	114,059	746	13	35,209	9.6[23]	30,091
Central Coll. (Fayette, Mo.)[5]	31Ag49	767	191	52	17	49,028	346	8	10,779	10.5[23]	29,483
Clark University	31Ag49	792	860[6]	75	32	177,622	878	5	22,182	12.7[23]	31,890
Coe College	31Ag49	1,050	256	61	29	56,950	250	9	9,330	6.7[23]	14,007
Colby College	30Je49	1,096	.....	81	...	137,412	510	7	18,881	16.0	30,944
Colgate University	.....	1,471	237	116	24	183,114	575	10	24,333	13.2[23]	80,554
Colorado College	.....	1,352	535	104	63	144,515	654	15	26,421	12.9[23]	31,130
Concordia College	30Je49	1,121	219	77	21	36,337	245	17	12,687	8.8[23]	30,517
Davidson College	30Ap49	947	270	69	18	50,938	230	24	32,086	24.6[23]	19,162
Denison University	31Jl49	1,361	.....	102	...	89,825	562	17	28,267[4]	19.4	34,081
Dickinson College	30Je49	967	.....	70	...	86,982	391	10	14,482	14.0	15,842
Earlham College	30Je49	766	.....	72	...	73,629	298	15	22,420	26.8	26,199
Elmira College	30Je49	384	.....	56	...	59,112	281	7	5,295	12.0	4,409
Emory and Henry College	31Ag49	620	276	30	24	28,086	169	9	12,399	13.1[23]	.....
Fisk University	1Jl49	1,023	155	74	29	99,933	403	50	23,443	18.3[23]	41,586
Goucher College	30Je49	740	.....	73	...	88,411	418	4	18,069	22.2	15,446
Hamilton College	30Je49	611	.....	59	...	217,582	845	18	19,738	29.5	10,772
Hope College	31Ag49	1,189	192	85	15	46,611	313	7	19,282	13.0[23]	21,677
Illinois Wesleyan University	31Jl49	1,280	393	91	41	47,240	343	6	15,976	8.9[23]	53,678
James Millikin University	30Je49	1,469	488	92	30	41,776	307	7	10,522	5.1[23]	28,695
Knox College	30Je49	833	114	71	7	78,409	302	7	15,660	15.3[23]	17,557
Lafayette College	31Ag49	2,060	.....	141	...	123,023	.....	3	17,621	8.0	13,168
Lawrence College	30Je49	1,099	.....	75	...	74,736	312	5	14,205	12.2	.....
Madison College (Va.)	30Je49	1,306	511	102	50	54,405	303	17	39,673[3]	20.1[23]	56,296[3]
Marietta College	31Ag49	1,223	339	67	21	130,342	382	8	27,408	16.6[23]	21,936
Mich. College of Mining & Tech.[11]	30Je49	1,793	719	126	102	50,668	.....	..	6,214	2.3[23]	387
Morningside College	31Jl49	1,030	507	70	49	59,450	359	11	6,750	4.1[23]	4,889
Mount Union College	30Je49	1,061	521	55	15	77,926	545	8	15,845	9.6[23]	14,121
Nevada, University of	30Je49	1,774	1,051	259	...	83,549	790	27	11,525	3.7[23]	48,641
New Mexico Coll. of Ag. & Mech. Arts	30Je49	1,610	687	211	127	62,723	518	23	14,904	5.7[23]	9,976
Oberlin College[13]	30Je49	2,258	69	191	13	480,015[14]	1,346	25	118,245	46.7[23]	35,494
Parsons College	30Ag49	345	248	28	...	23,925	166	7	19,984	32.2[23]	15,715
Reed College	30Je49	705	21	62	...	89,995	387	4	24,913	31.6[23]	40,881
Rollins College	30Je49	630	.....	64	...	80,744	398	15	10,753	15.5[23]	10,936
Rosary College	30Je49	716	292	77	15	60,340	420	15	32,073	29.2[23]	31,997
St. Catherine, College of	30Je49	773	353	88	24	71,492	388	17	22,510	18.2[23]	12,029
St. John's University	30Je49	1,048	.....	63	...	78,079	432	23	11,428	10.3	9,222[3]
St. Thomas, College of	30Je49	2,035	511	145	52	42,111	352	10	29,453	10.7[23]	14,027
Seneca, Hobart & Wm. Smith	30Je49	1,229	159	76	14	90,528	306	2	19,396	13.1[23]	22,088
Smith College	30Je49	2,299	288	246	28	353,142[16]	1,247	35	68,203	23.8[23]	30,745
South Dakota State College	30Je49	2,200	613	158	81	92,189	760	16	12,626	4.1[23]	26,876
Sweet Briar College	30Je49	454	.....	58	...	70,398	404	11	15,708	30.3	3,379
Talladega College[15]	30Je49	338	.....	42	...	34,760	201	16	23,772	62.5	4,467
Trinity University	31Ag49	1,279	960	99	65	40,590	327	14	15,932	6.6[23]	12,011
Valparaiso University	30Je49	.....	.....	...	...	54,451	436	6	85,160	....	27,893
Vassar College	30Je49	1,381	.....	233	...	266,727	1,350	40	39,194	24.3	11,263
Virginia State College	30Je49	1,623	1,107	169	94	43,799	362	20	54,120	18.1[23]	44,655
Wake Forest College[21]	30Je49	2,091	955	184	153	104,111	879	25	21,716	6.4[23]	44,055
Washington & Jefferson Coll.	30Je49	1,048	113	87	20	74,874	306	7	9,161	7.2[23]	14,391
Wellesley College	30Je49	1,744	.....	213	...	261,108	1,081	29	47,713	24.5	38,931
Wells College	30Je49	304	.....	57	...	106,029	404	17	14,888	41.0	4,882
Wesleyan University	30Je49	913	.....	95	...	407,482	951	13	29,349	27.1	30,024
Wilberforce University	9Je49	366	126	35	24	16,317	219	32	8,625	15.6[23]	6,065
Willamette University	30Je49	1,183	272	94	18	46,858	559	30	15,575	9.9[23]	7,975
Williams College	30Je49	1,154	.....	131	...	200,258	588	8	15,626	12.2	54,173
Wooster College	30Je49	1,284	252	93	29	110,320	386	9	31,764	19.6[23]	41,116
High	.....	2,411	1,200	259	153	480,015	1,350	67	118,425	62.5	.....
Median	.....	1,050	295	76	28	70,379	388	10	16,173	16.0	.....
Low	.....	304	21	28	7	16,317	119	2	5,295	2.3	.....

1 Newspapers not included, expenses for newspapers under "other." **2** Figures reported previous year do not agree, data reported here to be taken as correct. **3** Estimated figure. **4** Includes others. **5** Includes branch. **6** Includes graduate students. **7** Includes clerical. **8** Includes $209 paid to summer school assistant. **9** Includes periodicals. **10** Includes student service. **11** Includes Sault branch. **12** Includes $140 for audio-visual materials. **13** Oberlin College Library statistics include expenditures for Oberlin Public Library which is under college library administration. **14** Does not include 252,259 cataloged pamphlets. **15** Contributed service. **16** Does not include thousands of pamphlets. **17** Three positions were from three to

eral and Salary Statistics (Group II)

Staff Salaries	Student Service	Total for Service	Per Capita Expenditure for Service	Library Operating Expenditures Last Fiscal Year: Books	Periodicals	Binding	Audio-Visual Material	Total for Materials	Per Capita Expenditure for Materials	Other	Total	Total College or University Expenditures Last Year	Ratio Lib. to Total School Expenditures
$20,472	$ 4,244	$24,716	$ 6.95[24]	$ 9,727	$1,290	$ 633	$ 183	$11,833	$ 3.33[24]	$ 890	$ 37,439	$1,083,294	3.5
12,190	.....	12,190	22.20	3,244	1,502	1,036	.....	5,782	10.60	686	18,658	.....	...
15,097	2,012	17,109	14.00[24]	4,835	1,711[1]	869	140	7,555	5.35[24]	707	25,372	414,267	6.1
36,865	3,047	39,952	32.80	17,512	5,160	3,891	.....	26,563	21.80	3,810	70,285	1,348,727	5.2
14,752	10,871	25,623	23.02	6,752	2,442	1,076	294	10,564	9.49	1,641	37,828	871,334	4.3
5,041	1,346	6,387	5.65[24]	5,696	1,161	771	75	7,703	6.80[24]	.....	14,090	.....	...
3,800	1,886	5,686	5.60[24]	4,402	1,136	414	.....	5,952	5.90[24]	236	11,874	192,117	6.2
13,057	800	13,857	17.80	4,658	942	1,000	140	6,740	8.65	.....	20,597	827,559	2.5
13,975	1,723	15,698	12.70[24]	4,690	3,401	1,675	143	9,909	8.00[24]	1,312	26,919	1,094,010	2.5
13,450	432	13,882	45.40	3,618	.....	654	.....	4,272	14.00	469	18,623	731,000	2.5
14,375	3,371	17,746	11.20[24]	5,383	1,856	1,307	119	8,665	5.50[24]	1,124	27,535	527,217	5.2
22,734	3,628	26,362	16.20[24]	10,757	3,744	2,867	.....	17,368	10.70[24]	1,798	45,528	.....	...
30,600	2,000	32,600	36.10	6,805	5,408	2,115	.....	14,328	15.85	1,590	48,518	.....	...
25,705	2,666	28,371	8.20[24]	12,693[9]	.....	1,828	.....	14,521	4.20[24]	1,712	44,607	1,248,942	3.5
9,000	1,114	10,114	10.50[24]	3,420	1,167	551	.....	5,138	5.35[24]	712	15,964	583,917	2.7
21,002	2,646	23,648	14.30[24]	8,829	5,848	3,631	674	18,982	11.50[24]	1,704	44,334	624,701	7.1
7,243	1,333	8,576	6.55[24]	1,593	993	504	.....	3,090	2.36[24]	494	12,160	408,603	3.0
20,700	2,819	22,919	20.91	7,544	2,176	2,644	.....	12,364	11.28	3,817	39,700	.....	...
22,094	8,600[7]	30,694	17.97[24]	10,328	2,946	1,206	.....	14,480	8.47[24]	3,354	48,528	.....	...
14,810	3,580	18,390	9.74[24]	3,537	2,493	1,350	.....	7,380	3.91[24]	1,292	27,062	579,500	4.7
5,340	2,699[8]	8,039	5.60[24]	2,575	708	399	.....	3,682	2.75[24]	430	12,151	437,778	2.8
10,213	2,403	12,616	10.36[24]	4,317	1,702	612	.....	6,631	5.45[24]	1,934	21,181	536,026	3.9
25,862	1,843	27,705	20.35	6,658	3,134	2,337	391	12,520	9.19	3,023	43,248	793,821	5.4
18,226	2,027	20,253	20.94	5,398	1,878	645	.....	7,921	8.19	1,277	29,451	661,500	4.5
8,038	1,786	9,824	12.82	3,570	1,373	931	.....	5,874	7.66	719	16,417	.....	...
8,895	.....	8,895	23.16	3,241	1,156	347	.....	4,744	12.35	298	13,937	470,168	3.0
2,640	1,714	4,354	4.86[24]	3,165	246	528	.....	3,939	4.40[24]	.....	8,293	378,105	2.2
24,947	1,584	26,531	22.52[24]	5,425	.....	822	.....	6,247	5.30[24]	1,026	33,804	644,836	5.2
23,555	900	24,455	33.04	3,698	2,066	1,265	.....	7,029	9.49	1,060	32,544	575,644	5.7
22,422[10]	.....	22,422	36.69	.....	.....	.....	.....	.....	.....	.....	32,440	753,443	3.5
10,865	2,451	13,316	9.64[24]	5,889	865	919	.....	7,673	5.56[24]	441	21,430	481,009	4.4
10,172	2,863	13,035	7.79[24]	3,847	1,471	369	.....	5,687	3.40[24]	1,103	19,825	623,799	3.2
10,898	2,074	12,972	6.62[24]	.....	.....	.....	.....	7,151	3.65[24]	765	20,888	581,508	3.6
16,458	3,878	20,336	21.47[24]	5,935	1,763	1,472	.....	9,170	9.68[24]	2,716	32,222	830,322	3.9
11,188	2,110	13,298	6.45	7,733	4,316	2,460	.....	14,509	7.04	958	28,765	.....	...
12,003	982	12,985	11.81	3,984	1,560	525	.....	6,069	5.52	694	19,748	532,000	3.7
20,978	2,567	23,545	12.95[24]	7,525	1,352	1,190	56	10,123	5.57[24]	728	34,396	434,262	7.9
13,157	1,850	15,007	9.60[24]	5,392	1,540	970	25	7,927	5.07[24]	1,340	24,274	.....	...
11,751	1,137	12,888	5.13[24]	1,802	3,564	953	.....	6,319	2.52[24]	141	19,348	.....	...
9,968	2,913	12,881	8.38[24]	5,338	1,072	450	77	6,937	4.51[24]	388	20,206	378,719	5.3
8,966	2,005	10,971	6.93[24]	4,970[12]	1,554	1,353	.....	7,877	4.98[24]	937	19,785	386,314	5.4
22,795	5,595	28,390	10.04[24]	15,000[9]	.....	5,000	.....	20,000	7.07[24]	1,225	49,615	2,250,883	2.2
19,314	2,435	21,749	9.46[24]	8,471	1,656	946	140	11,213	4.88[24]	1,583	34,545	2,899,642	1.2
79,761	7,177	86,938	37.36[24]	15,342	8,363	6,476	617	30,798	13.23[24]	6,128	123,864	2,278,882	5.4
10,580	473	11,053	18.63[24]	3,189	770	599	.....	4,558	7.68[24]	.....	15,611	.....	...
17,428	2,225	19,653	27.07[24]	11,380[9]	.....	1,162	92	12,634	17.40[24]	1,009	33,296	554,534	6.0
20,984	1,300	22,284	35.37[24]	3,000	750	500	.....	4,250	6.74[24]	975	27,509	483,956	5.7
12,750[15]	1,798	14,548	14.43[24]	4,196	1,775	1,337	.....	7,308	7.25[24]	3,265	25,121	.....	...
10,600	3,232	13,832	12.28[24]	4,999	1,435	1,000	262	7,696	6.83[24]	1,202	22,730	446,359	5.1
8,575[15]	1,666	10,241	9.77	5,459	1,234	1,048	.....	7,741	7.38	1,366	19,348	381,396	5.0
23,560	12,466	36,026	14.15[24]	8,387	1,973	782	230	11,372	4.46[24]	4,894	52,292	930,020	5.6
10,528	1,828	12,356	8.90[24]	5,462	2,588	1,020	.....	9,070	6.53[24]	922	22,348	573,579	3.8
63,276	2,996	66,272	25.61[24]	27,861[9]	.....	4,405	.....	32,266	12.47[24]	4,527	103,065	4,051,379	2.5
12,926[17]	5,926	18,852	6.70[24]	8,846	3,892	2,376	.....	15,114	5.37[24]	1,206	35,172	2,306,677	1.5
15,698	546	16,244	35.77	4,389	1,802	1,061	.....	7,252	15.97	700	24,196	541,749	4.4
9,470[19]	1,180	10,650	31.50	2,252	1,270	307	48	3,877	11.47[24]	854	15,881	429,277	3.7
12,900	3,469	16,369	7.31[24]	4,700	1,528	881	.....	7,109	3.18	2,515	27,693	609,517	4.5
13,743	4,809	18,552	.....	11,499	1,546	1,338	.....	14,383	.....	789	33,723	.....	...
81,632	4,274	85,906	62.20	9,286	9,147	3,960	5,070	27,463	19.88	.....	113,369	1,774,914	6.3
22,379	3,917	26,296	14.36[24]	14,068[20]	700	.....	.....	14,768	8.06[24]	.....	41,064	.....	...
26,800	3,539	30,339	9.96[24]	17,670	1,624	3,126	197	22,617	7.42[24]	576	53,532	622,396	8.6
12,400	900	13,300	11.45[24]	6,790	1,764	325	.....	8,879	7.65[24]	.....	22,179	.....	...
77,680	2,197	79,877	45.80	16,251	8,371	4,512	.....	29,134	16.70	4,323	113,334	1,806,401	6.2
.....	458	.....	.....	5,610	2,500	1,006	49	9,165	30.14	1,354	23,714	403,782	5.8
31,475	7,762	39,237	42.97	9,232	6,819	9,247	.....	25,298	28.70	2,715	67,250	.....	...
5,780	3,276	9,056	18.40[24]	820	568	253	.....	1,641	3.35[24]	.....	10,697	323,713	3.3
8,500	1,750	10,250	7.04[24]	3,100	1,200	2,000	.....	6,300	4.33[24]	1,200	17,750	.....	...
35,186	.....[22]	35,186	30.49	10,097	5,165	2,992	457	18,711	16.21	4,704	58,601	1,435,687	4.1
14,257	2,675	16,932	11.02[24]	6,920	2,437	887	.....	10,244	6.66[24]	1,813	28,989	759,579	3.8
81,632	12,466	86,938	62.20	27,861	9,147	9,247	5,070	32,266	30.14	6,128	123,864	4,051,379	8.6
12,926	2,110	15,971	12.88	5,395	1,580	946	143	7,750	7.25	1,113	26,991	581,508	3.9
2,500	180	4,354	3.90	820	246	149	25	1,641	2.36	80	7,297	192,117	1.2

seven months vacant. **18** Includes community library and bookmobile service. **19** Room and payment into retirement fund also provided. **20** Includes binding expenses. **21** Includes School of Religion, School of Law and Bowman-Gray School of Medicine. **22** Not included in library budget. **23** Per capita home circulation computed as: Volumes lent for home use divided by number of students during regular and summer session, plus regular and summer school faculty. **24** Per capita expenditures for service and materials computed as: Total expenditures divided by number of students during regular and summer session.

College and University Library Gen-

	Salaries						
		Associate or Assistant Chief Librarian	Administrative Office Assistants		Department Heads		
	Chief Librarian		No.	Min.	No.	Min.	Max.
Adelphi College	.....	.....	1	$2,000	3	$2,300	$3,000
Agnes Scott College	$3,650[1]	.....	..	.....	..	.....	.....
Alabama College	4,500	.....	..	.....	1	.....	2,700
Amherst College	.....	.....	1	.....	3	2,614	3,486
Antioch College	5,800	.....	1	2,000	3	2,400	3,000
Augustana College	2,766	$2,766	..	.....	..	.....	.....
Austen College	2,000	1,800	..	.....	..	.....	.....
Bates College	3,600	2,800	..	.....	..	.....	.....
Beloit College	3,500	.....	..	.....	2	2,600	2,800
Bennington College	.....	.....	..	.....	..	.....	.....
Birmingham-Southern Coll.	4,000	.....	..	.....	3	2,000	3,000
Bowdoin College	7,000	4,750	1	1,950	..	.....	.....
Bryn Mawr College	.....	.....	..	.....	2	.....	.....
Bucknell University	5,000	.....	..	.....	4	2,600	3,400
Central Coll. (Fayette, Mo.)	3,500	.....	..	.....	..	.....	.....
Clark University	4,800	.....	1	1,800	2	3,000	.....
Coe College	3,200	.....	1	2,800	..	.....	.....
Colby College	4,500	3,000	1	1,500	1	2,500	.....
Colgate University	.....	3,600	1	.....	4	2,800	3,100
Colorado College	3,800	2,600	..	.....	1	2,600	.....
Concordia College	2,520	2,560[5]	..	.....	..	.....	.....
Davidson College	4,000	.....	..	.....	..	.....	.....
Denison University	3,600[6]	2,800[6]	..	.....	..	.....	.....
Dickinson College	3,700	.....	..	.....	..	.....	.....
Earlham College	.....	.....	..	.....	..	.....	.....
Elmira College	.....	.....	..	.....	..	.....	.....
Emory and Henry College	2,640	.....	..	.....	..	.....	.....
Fisk University	4,700	3,700	..	.....	2	2,400	.....
Goucher College	4,800	.....	1	2,000	2	3,000	3,200
Hamilton College	4,300	.....	..	.....	3	2,700	3,200
Hope College	3,000	.....	..	.....	..	.....	.....
Illinois Wesleyan University	.....	2,400[3]	1	1,500	..	.....	.....
James Millikin University	3,500	.....	..	.....	..	.....	.....
Knox College	3,600	.....	..	.....	..	.....	.....
Lafayette College	4,800	.....	..	.....	..	.....	.....
Lawrence College	4,400	3,000	..	.....	..	.....	.....
Madison College (Va.)	4,131[3]	.....	..	.....	..	.....	.....
Marietta College	5,320	.....	..	.....	..	.....	.....
Michigan Coll. of Min. & Tech.	3,600	2,700	..	.....	..	.....	.....
Morningside College	3,200	1,800	..	.....	..	.....	.....
Mount Union College	5,500	3,800	..	.....	..	.....	.....
Nevada, University of	5,520	.....	..	.....	3	2,800	3,000
New Mexico Coll. of A. & M. Arts	4,200	.....	..	.....	2	3,204	3,504
Oberlin College[8]	8,200	.....	1	2,650	3	3,250	.....
Parsons College	3,820	2,640	..	.....	..	.....	.....
Reed College	4,300	.....	..	.....	2	2,900	3,100
Rollins College	4,500	3,120	..	.....	2	1,800	2,990
Rosary College	.....[9]	.....	..	.....	2[2][9]	.....	.....
St. Catherine, College of	.....[9]	.....	..	.....	..	.....	.....
St. John's University	3,500[9]	.....	..	.....	..	.....	.....
St. Thomas, College of	4,800	.....	..	.....	..	.....	.....
Seneca, College of, Hobart & Wm. Smith	3,750	.....	..	.....	2	2,760	.....
Smith College	.....	.....	..	.....	7	.....	.....
South Dakota State College	5,000	3,600	1	3,300	..	.....	.....
Sweet Briar College	3,800	2,800	1	1,600	..	.....	.....
Talladega College	2,300	.....	..	.....	..	.....	.....
Trinity University	.....	.....	1	1,740	..	.....	.....
Valparaiso University	.....	.....	..	.....	..	.....	.....
Vassar College	5,500	.....	..	.....	5	3,300	4,800
Virginia State College	5,184	.....	..	.....	..	.....	.....
Wake Forest College	5,400	.....	⅔	.....	2	2,520	2,640
Washington & Jefferson College	4,500	3,600	..	.....	..	.....	.....
Wellesley College	.....	.....	1	1,740	4	3,200	4,100
Wells College	.....	.....	..	.....	..	.....	.....
Wesleyan University	.....	.....	1⅚	1,700	5	2,300	3,000
Wilberforce University	3,800	.....	..	.....	..	.....	.....
Willamette University	3,300	2,800	..	.....	..	.....	.....
Williams College	6,000	.....	1	2,100	3	3,200	4,050
Wooster College	.....	.....	..	.....	3	.....	.....
High	8,200	4,750	1⅚	3,300	7	3,300	4,800
Mean	4,016	2,876	..	2,003	..	2,737	3,209
Median	3,675	2,800	1	1,875	3	2,700	3,100
Low	2,000	1,750	⅔	1,500	1	1,800	2,640

1 For 10 months. **2** For 11 months. **3** For 9 months. **4** Plus $225 for one clerical worker during summer school. **5** ¾. **6** Plus 10% cost of living bonus. **7** Plus $300 for the summer. **8** Includes personnel for Oberlin Public Library which is administered by Oberlin College Library. **9** Con-

eral and Salary Statistics (Group II)

Salaries						No. of Employees in Full Time Equivalent					Student Service Last Fiscal Year		
Professional Assistants			Subprofessional and Clerical Assistants			Professional	Subprofessional and Clerical	Administrative Assistants	Others	Total	Total Hours per Year	Rate per Hour	
No.	Min.	Max.	No.	Min.	Max.							Min.	Max.
1	$2,500	.....	1	$2,300	.....	5	1	1	..	7	7,561	50	70
2[2]	2,400	$2,500	2	1,000[3]	$1,700[2]	3	2	..	..	5	.....	..	..
2	.....	2,700	1	.....	2,200	4	1	..	..	5	5,363	35	40
6½	2,179	2,490	3	1,260	1,575	10½	3	1	1¼	15¾	5,683	50	60
..	.....	.....	1	2,400	2,799	4	1	1	..	6	14,080	56	75
..	.....	.....	2	763	1,375	2	2	..	..	4	2,754	40	50
..	.....	.....	..	.....	.....	2	..	..	..	2	1,886	40	50
3	1,600	2,300	..	.....	.....	5	..	..	..	5	.....	..	..
½	1,800	.....	4	1,350	1,620	3½	4	..	..	7½	3,471	45	65
1	.....	.....	1	.....	.....	3	1	..	..	4	925	40	55
..	.....	.....	3	1,800	2,000	4	3	..	..	7	.....	45	60
1	3,300	.....	3	1,352	3,000	3	3	1	1	8	.....	30	60
2	.....	.....	..	.....	.....	5	..	..	..	5	.....	..	..
1	2,500	2,500	5	1,200	1,440	6	5	..	..	11	5,024	45	60
..	.....	.....	4	1,100[4]	1,575[3]	1	4	..	..	5	3,182	..	..
..	.....	.....	6	1,600	1,800	3	6	1	1	11	4,500	..	..
..	.....	.....	..	.....	.....	1	..	1	..	2	2,666	50	50
1	2,200	.....	6	1,200	.....	4	6	1	..	11	6,266	40	50
1	2,800	.....	6	.....	.....	7	6	1	..	14	.....	60	60
1	2,400	.....	2	1,500	.....	4	2	..	..	6	6,438	..	..
..	.....	.....	⅔	1,350	.....	1¾	⅔	..	..	2 5/12	4,012	50	55
1	.....	2,500	1	2,000	.....	2	1	..	..	3	4,800	..	..
3	2,400[6]	2,700[6]	6	1,100[6 1]	1,910[6 1]	5	6	..	..	11	4,126	40	55
3	2,600	3,200	3½	1,500	1,800	4	3½	..	..	7½	4,053	..	..
1	2,700	.....	1⅔	1,560	.....	2	1⅔	..	..	3⅔	3,570	50	55
..	.....	.....	2	.....	.....	2	2	..	..	4	3,159	..	..
..	.....	.....	..	.....	.....	1	..	..	..	1	5,714	30	..
2	2,400	.....	5	1,200	1,700	6	5	..	..	11	4,352	..	..
1	2,400	.....	4	1,700	1,800	4	4	1	..	9	1,800	40	70
..	.....	.....	7	1,320	1,800	4	7	..	..	11	1,335	50	60
2	2,150	2,350[7]	2	700	1,800	3	2	..	..	5	4,900	..	50
..	.....	.....	1	1,550	.....	3	1	1	..	5	6,080	40	50
2	2,600	.....	1	.....	.....	3	1	..	..	4	3,771	55	..
3	3,100	3,400	2	1,800	.....	4	2	..	..	6	3,877	60	75
1	2,600	.....	3	1,080	1,750	2	3	..	..	5	2,812	50	75
..	.....	.....	2	1,440	1,620	2	2	..	..	4	2,074	45	55
3	2,880[3]	3,339[3]	2	1,820	1,956	4	2	..	..	6	7,128	36	36
2	2,000	2,533	1¾	1,000	2,290	3	1¾	..	..	4¾	3,856	40	60
..	.....	.....	4	2,700	.....	2	4	..	..	6	1,079	..	..
1	.....	.....	..	.....	.....	3	..	..	..	3	5,858	50	60
2⅓	2,180[1]	2,420	..	.....	.....	4⅓	..	..	..	4⅓	4,400	45	60
1	2,700	.....	2	1,920	2,220	5	2	..	..	7	8,252	62½	75
3½	2,544	2,904	½	.....	.....	6½	½	..	..	7	4,433	50	75
13½	2,100	3,150	19	1,080	1,980	17½	19	1	..	37½	.....	40	85
1	1,500	.....	1	1,440	.....	3	1	..	..	4	946	..	..
..	.....	.....	2¾	1,800	2,000	3	2¾	..	..	5¾	3,708	60	60
1	.....	.....	3	.....	.....	5	3	..	1	9	2,600	50	65
..	.....	.....	..	.....	.....	3	..	..	..	..	3,596	50	..
3¼	2,472	2,773	..	.....	.....	4¼	..	..	..	4¼	8,079	40	50
2[9]	.....	.....	1[9]	.....	.....	3½	1	..	..	4½	3,330	40	65
5	3,300	3,300	2	1,620	1,920	..	..	..	..	..	15,007	75	1.00
..	.....	.....	2¾	1,280	2,080	3	2¾	..	..	5¾	2,703	55	65
7½	.....	.....	13	.....	.....	15½	13	..	..	28½	.....	..	..
..	.....	.....	3½	1,800	.....	2	3½	1	..	6½	11,500	50	75
2	2,280	2,400	2	1,300	1,400	4	2	1	..	7	.....	52[10]	..
1½	1,800[11]	1,900[11]	1	1,700[11]	.....	2½	1	..	..	3	2,949	35	50
3	2,400	2,800	1	.....	1,620	3	1	1	..	5	8,552	..	..
4	2,900	3,200	2	1,320	1,500	5	2	..	..	7	.....	..	..
10¾	2,600	4,000	14	1,352	2,288	16¾	14	..	..	30¾	6,916	50	1.00
4	2,532[12]	3,120	1	2,412	.....	5	1	..	..	6	2,000	..	..
4½	2,400	2,520	2½	1,500	1,920	7½	2½	⅔	..	10⅔	7,119	65	75
1	2,400	.....	1	1,440	.....	3	1	..	3	7	1,500	..	..
12	2,500	3,750	12	1,440	2,280	17	12	1	..	30	5,280	50	75
3	.....	.....	1	.....	.....	4	1	..	..	5	916	..	..
3⅓	2,100	2,700	4	1,300	1,600	9⅓	4	1⅔	2	17⅓	7,762	55	85
1	2,490	.....	1	1,800	.....	2	1	..	..	3	9,072	32½	32½
..	.....	.....	2	1,500	1,620	2	2	..	..	4	2,890	60	60
2	2,200	2,300	3	1,440	1,800	6	3	1	1	11	3,088	65	75
1	.....	.....	2	.....	.....	5	2	..	..	7	5,694	45	50
13½	3,300	4,000	19	2,700	3,000	17½	19	1⅔	3	37½	15,007	75	1.00
..	2,338	3,007	..	1,277	1,920	4.2	3.5	..	..	7.1	4,556	..	..
2	2,400	3,150	2	1,350	1,910	3	2	1	1	5	4,053	50	60
½	1,500	1,900	½	700	1,024	1	½	⅔	1	1	300	20	32½

tributed service. **10** $50 a semester, 6 hrs. per week. **11** Room provided in addition salary. **12** Plus $1,010 for summer term for reference librarian in addition to $2,983 regular salary.

Library	Fiscal Year Ending	Student Enrolment: Regular Session	Student Enrolment: Summer Session	Faculty Members: Regular Session	Faculty Members: Summer Session	Graduate Work	Newspapers Received	Periodicals Received	Book Stock	Circulation: Volumes Lent for Home Use	Circulation: Reserve Book Loans
Alabama, Jacksonville, State Teachers College	30Se49	1,452	1,367	63	63	No	15	160	21,798	27,827	57,122
Arizona, Flagstaff, State Teachers College	30Je49	680	285	...[1]	...[1]	Yes	6	315	34,614	19,858	11,881
Arkansas, Arkadelphia, Henderson State Teachers College	.....[1]	857	0	76	0	No	5	286	31,235	12,271	8,225
California, Arcata, Humboldt State College	30Je49	747	493	62	22	Yes	10	269	27,299	28,098	6,926
California, Chico, State College	30Je49	1,520	702	81	35	Yes	20	513	40,988	38,971	.....[1]
California, Fresno, State College	30Je49	3,274	3,050	212	111	Yes	18	687	77,684	38,247	101,349
California, San Francisco, State College	30Je49	4,762	4,636	259[2]	236	Yes	6	674	62,691	85,025	42,792
Colorado, Alamosa, Adams State College	31My49	391	316	39	42	Yes	25	250	26,488	9,997	6,993
Colorado, Greeley, State College of Education	30Se49	1,954	2,928	151	182	Yes	39	424	122,308	54,635	.....[3]
Illinois, Carbondale, Southern Ill. University	30Je49	3,013	1,920	309	245	Yes	95	955	108,322	50,823	52,302
Illinois, Charleston, Eastern Ill. State College	30Je49	1,423	824	132	80	No	16	420	68,480	44,594	41,598
Illinois, Dekalb, Northern Illinois State Teachers College	30Je49	1,668	703	125	92	No	13	469	72,264	45,585	39,552
Iowa, Cedar Falls, State Teachers College	30Je49	3,968	1,688	318	...[1]	No	34	544	144,028	47,512	110,094
Kansas, Emporia, State Teachers College	30Je49	1,481	1,286	123	130	Yes	284	460	97,596	.....[1]	.....[1]
Kentucky, Bowling Green, Western Kentucky State College	30Je49	1,820	1,581	109	109	Yes	54	302	74,141	35,383	75,057
Kentucky, Murray, State College	30Je49	1,446	957	101	81	Yes	10	258	41,526	46,526	12,181
Maryland, Frostburg, State Teachers College	30Je49	357	0	30	0	No	8	211	20,054	25,367	6,467
Maryland, Towsend, State Teachers College	30Je49	764	0	50	0	No	5	218	36,450	26,682	11,721
Michigan, Kalamazoo, Western Michigan College of Education	31Ag49	4,045	2,136	275	136	Yes	22	685	77,380	37,261	62,271
Minnesota, Bemidji, State Teachers College	.....[1]	573	450	57	32	No	9	206	26,103	26,057	15,688
Minnesota, Mankato, State Teachers College	30Je49	1,628	1,429	78	71	No	6	250	32,553	33,722	26,873
Minnesota, Moorhead, State Teachers College	30Je49	.....[1]	.....[1]	65	34	No	14	254	28,963	20,053	31,865
Minnesota, St. Cloud, State Teachers College	30Je49	1,562	1,125	96	81	No	8	321	61,571	56,728	27,809
Mississippi, Cleveland, Delta State Teachers College	30Je49	589	397	52	36	No	9	245	23,712	19,000	9,485
Missouri, Cape Girardeau, Southeast Missouri State College	30Ap49	1,495	1,396	89	82	No	105	366	57,342	35,658	.....[1]
Missouri, Springfield, Southwest Missouri State College	31Ag49	1,916	2,178	188	200	Yes	15	358	76,469	35,225	37,569
Missouri, Warrensburg, Central Missouri State College	30Je49	1,545	1,466	81	108	Yes	76	366	76,809	38,563	38,582
Nebraska, Kearney, State Teachers College	30Je49	882	825	64	64	Yes	15	216	38,663	.....[1]	.....[1]
Nebraska, Peru, State Teachers College	30Je49	397	371	55	50	No	16	216	54,618	19,923	.....[1]
New Hampshire, Keene, Teachers College	.....[1]	485	274	55	30	No	6	156	23,104	14,823	19,418
New Mexico, Las Vegas, Highlands University	30Je49	900	1,632	74	100	Yes	16	254	36,870	39,981	7,538
New York, Albany, State College for Teachers	31Mr49	1,430	806	136	53	Yes	6	285	45,602	38,100	37,513
New York, Oswego, State Teachers College	31Mr49	.....[1]	.....[1]	...[1]	...[1]	....[1]	5	386	40,570	76,413	42,900
North Carolina, Boone Appalachian State Teachers College	30Je49	1,067	1,717	64	75	Yes	20	374	43,734	62,425	41,848
North Carolina, Greenville, East Carolina Teachers College	30Je49	1,511	946	90	46	Yes	8	349	70,328	35,533	27,802
North Dakota, Minot, State Teachers College	30Je49	784	531	70	49	Yes	46	335	33,579	51,641	29,759
North Dakota, Valley City, State Teachers Coll.	30Je49	488	500	47	41	No	6	157	36,737	13,798	.....[1]
Oklahoma, Alva, Northwestern State College	30Je49	620	.....[1]	42	42	No	16	218	32,833	12,761	3,034
Oklahoma, Edmond, Central State College	30Je49	946	775	69	69	No	11	332	38,333	30,505	28,986
Oregon, Ashland, Southern Oregon College of Education	30Je49	654	365	34	25	No	13	199	21,389	16,649	13,449
Oregon, La Grande, Eastern Oregon College of Education	30Je49	578	285	41	24	No	9	203	23,249	28,833	24,067
Oregon, Monmouth, College of Education	30Je49	485	698	56	47	No	30	182	30,790	27,399	50,082
Pennsylvania, Bloomsburg, State Teachers Coll.	30Je49	870	560	48	32	No	10	160	24,498	16,908	.....[1]
Pennsylvania, West Chester, State Teachers College	31My49	1,733	683	100	47	No	9	307	51,909	48,218	15,567
Texas, Commerce, East Texas State Teachers College	31Ag49	2,118	2,840	127	127	Yes	23	457	99,795	63,703	75,816
Texas, Denton, North Texas State College	31Ag49	5,133	3,784	290	250	Yes	37	1,066	192,532	137,447	178,203
Texas, Huntsville, Sam Houston State Teachers College	31Ag49	2,388	2,020	124	84	Yes	24	383	89,976	36,433	62,310
Texas, San Marcos, Southwest Texas State Teachers College	31Ag49	2,178	2,432	100	85	Yes	12	315	69,160	28,986	104,346
West Virginia, Fairmont, State College	30Je49	980	650	61	61	No	6	280	28,303	21,997	13,969
West Virginia, Glenville, State College	30Je49	529	467	31	32	No	13	236	23,814	5,584	1,034
Wisconsin, Milwaukee, State Teachers College	31Ag49	1,821	1,721	120	95	Yes	14	482	74,424	41,092	56,741
Wisconsin, Oshkosh, State Teachers College	30Je49	855	693	61	36	Yes	12	245	41,350	24,345	45,824
Wisconsin, Stevens Point, State Teachers Coll.	30Je49	840	692	66	66	No	16	264	46,432	17,924	6,321
High	.....	5,133	4,636	318	350	....	284	1,066	192,532	137,447	178,203
Median	.....	1,430	825	70	66	....	14	302	41,350	35,383	29,759
Low	.....	357	274	30	30	....	5	156	20,054	5,584	1,034

1 Not reported. 2 Includes 65 part-time. 3 Open-stack use. 4 Plus $4,581.61 for fluorescent lights. 5 Plus $1,185 on audio-visual materials. $17,000 in materials and $2,000.00 in equipment transferred to library Sept. 1948. 6 Plus $498.40 audio-visual. 7 Not paid from library budget. 8 Charged to

brary General Statistics

Staff Salaries	Student Service	Library Expenditures: Books	Periodicals	Binding	Other	Total	Total College Expenditure Last Fiscal Year	Per Cent of Total Spent on Library	Amount per Student for Library Service[9]
$ 3,400.00	$ 5,078.14	$ 5,165.85	$ 397.55	$ 1,267.62	$ 167.88	$ 15,477.04	$ 499,389.12	3.09	$10.65
7,000.00	496.77	6,932.74	1,637.74	847.16	557.93	16,067.26	472,062.41	3.40	23.63
5,400.00	800.00	3,434.70	650.00	601.64	.....[1]	.....	.....[1]	....	.....
15,276.00	2,700.00	10,000.00	1,272.00	850.00	800.00	30,898.00	713,386.00	4.33	41.36
.....[1]	.....[1]	7,800.00	2,000.00	2,500.00	1,370.00	.....	.....[1]	.....	.....
12,961.51	4,778.50	14,500.00	1,780.00	1,715.00	755.00	36,490.01	1,293,422.45	2.81	11.11
61,273.03	5,324.00	16,000.00	3,352.78	1,263.35	7,677.00	94,890.16	1,514,398.65	6.26	19.93
6,045.00	2,020.62	4,245.13	1,285.60	190.59	78.19	13,865.13	263,794.45	5.25	35.46
25,316.45	13,716.73	13,593.53	1,577.65	2,377.49	.....[1]	56,581.85	1,234,394.78	4.58	28.96
50,367.00	15,698.00	26,066.00	5,380.00	4,607.00	18,370.00	120,488.00	1,942,899.00	6.25	40.00
18,860.48	4,781.35	3,871.39	2,384.48	1,041.54	999.04	31,938.28	957,586.77	3.33	22.45
25,961.34	3,622.80	6,021.55	1,469.74	2,059.65	1,871.81	41,006.89	1,021,452.98	4.01	24.59
27,418.76	7,937.52	9,960.73	3,548.51	1,801.67	2,282.81	52,950.00	1,941,232.08	2.64	13.35
28,875.00	8,304.00	4,016.00	2,129.00	1,031.00	1,119.00	45,538.00	926,813.00	4.89	30.53
24,786.08	2,718.50	7,663.65	1,470.30	610.66	106.92[4]	37,386.11	625,000.00	5.98	20.54
11,094.40	1,937.10	5,569.09	1,454.31	1,028.38	461.81	21,545.09	637,148.09	3.38	14.90
7,855.40	374.52	1,144.99	497.25	464.52	0	10,336.08	.....[1]	....	28.95
12,519.99	714.75	3,201.64	570.69	2,800.96	332.47	20,140.50	322,197.29	6.22	26.36
30,949.83	5,841.20	12,751.36	3,278.60	2,956.45	3,712.37	59,489.81	1,962,244.00	3.03	14.70
9,440.57	1,530.50	3,904.93	867.09	480.10	311.11	16,533.30	364,213.84	4.54	28.85
8,977.97	1,571.24	7,005.82	998.40	818.63	1,468.66	20,813.54	517,904.28	4.02	12.17
10,420.20	710.87	2,707.06	1,044.07	281.93	386.29	15,550.42	368,514.22	4.22	.....
19,161.30	2,397.85	5,501.89	1,541.62	1,322.75	1,567.91	31,493.32	.....[1]	....	20.16
9,090.00	545.90	4,723.14	847.82	1,602.04	1,260.09	18,068.99	673,750.75	3.13	30.68
18,894.00	3,620.00	7,248.00	1,311.00	355.00	930.00[5]	33,543.00	574,984.00	5.83	22.44
16,900.00	7,358.00	4,867.00	1,160.00	202.00	578.00	30,264.00	700,744.00	4.32	15.85
15,217.50	3,603.60	4,475.35	1,523.79	608.91	498.40[6]	26,782.55	794,631.36	3.37	17.33
6,550.00	3,204.00	2,514.57	772.30	378.27	105.84	13,524.98	532,358.69	2.54	15.33
5,865.00	1,350.00	2,033.00	712.00	433.00	227.00	10,620.00	.....[1]	....	26.76
5,000.00	130.00	1,522.08	539.15	54.72	.....	7,245.95	.....[1]	....	14.94
7,500.00	1,593.84	7,729.59	2,662.06	319.19	.....	19,804.68	1,105,153.10	1.79	22.00
34,233.62	698.00	6,477.22	1,518.64	1,594.29	844.07	45,489.19	793,662.00	5.60	31.81
.....[1]	1,340.48	.....[1]	.....[1]	567.21	1,505.31	.....[1]	.....[1]	....	.....
15,915.00	1,950.00	11,079.00	1,547.00	1,681.00	1,950.00	34,122.00	.....[1]	....	31.98
19,409.10	4,180.40	6,839.78	1,920.23	1,177.95	1,418.28	34,935.74	548,863.41	6.19	23.12
11,406.49	2,143.85	3,610.52	602.04	277.32	642.97	18,683.19	340,574.68	5.48	23.83
7,052.30	.....[7]	1,593.50	468.57	305.74	193.76	9,613.87	.....[1]	....	19.72
6,400.00	1,872.50	5,380.31	556.50	727.30	545.63	15,482.24	245,932.12	5.89	25.77
6,520.00	3,088.80	4,335.94	1,109.52	756.26	364.15	16,353.86	368,821.82	4.43	17.18
4,250.00	4,788.27	1,703.39	1,101.28	643.70	819.32	14,741.92	269,104.34	5.44	22.54
7,070.00	2,130.65	1,868.71	872.13	511.35	852.02	14,320.78	225,000.00	5.96	24.60
7,700.00	2,107.03	1,865.77	652.30	218.80	529.43	13,073.33	280,627.00	4.65	26.95
6,647.00	1,653.00	599.00	859.00	675.00	1,330.00	11,763.00	.....[1]	....	13.52
19,466.37	2,918.50	3,276.52	1,800.00	753.33	315.21	28,529.93	1,255,652.00	2.27	16.46
20,481.19	11,959.78	10,070.36	.....[7]	.....[7]	2,572.81	45,084.14	1,335,013.29	3.37	21.29
54,792.79	14,056.45	30,185.81	4,313.66	10,762.31	4,356.74	128,106.13	.....[1]	....	24.96
15,800.79	4,041.60	6,000.00	1,300.00	500.00	2,200.00	29,842.39	1,902,865.00	1.57	12.50
16,323.69	7,107.43	6,874.93	1,078.50	600.00	344.96	32,392.51	862,497.06	3.75	14.87
10,569.59	3,679.00	2,449.39	849.47	693.33	431.58	19,370.55	564,090.62	3.61	11.60
5,490.00	1,062.61	3,574.78	793.75	1,010.46	414.25	12,345.85	237,155.80	5.21	23.33
22,800.00	2,500.00	10,500.00	1,600.00	.....[8]	400.00	38,273.00	708,341.00	5.69	21.01
11,145.00	1,295.80	7,428.50	695.35	540.31	150.35	22,417.31	372,264.04	6.02	26.34
12,850.00	1,000.00	5,600.00	600.00	300.00	325.00	20,775.00	371,764.00	5.56	24.73
61,273.03	15,698.00	30,185.81	5,380.00	10,762.31	18,370.00	128,106.13	1,962,244.00	6.26	41.36
12,519.99	2,500.00	5,380.31	1,272.00	727.30	800.00	21,981.20	625,000.00	4.37	22.45
4,250.00	130.00	599.00	468.57	54.72	78.19	7,245.95	225,000.00	1.79	10.65

ook fund. **9** Based on regular term enrolment.

Library	No. of Employees in Full-Time Equivalent					Student Service			Hours Open per Week
	Profes-sional	Admin-istrative Office Assist-ants	Sub-profes-sional	Clerical and Others	Total	Total Hours per Year	Rate per Hour Min.	Rate per Hour Max.	
Alabama, Jacksonville, State Teachers College	1	..	1	..	2	.....[1]	.25	.40	69½
Arizona, Flagstaff, State Teachers College	1	1	..	..	2	993½	.50	.50	72
Arkansas, Arkadelphia, Henderson State Teachers College	1	1	1	3	6	320	.25	.25	57
California, Arcata, Humboldt State College	4	..	..	..	4	3,559	.50	1.00	56
California, Chico, State College	5	..	..	2	7	.....[2]	.77	.77	59
California, Fresno, State College	6	1	..	2	9	7,964	.65	.65	67
California, San Francisco, State College	13	1	..	4	18	6,999	.75	1.00	45
Colorado, Alamosa, Adams State College	4	..	..	1	5	4,150	.40	.50	43
Colorado, Greeley, State College of Education	6	..	..	3	9	29,333	.40	.50	66
Illinois, Carbondale, Southern Illinois University	11	1	½	2	14½	33,275	.40	.83	79½
Illinois, Charleston, Eastern Illinois State College	6	..	..	3	9	10,794	.40	.50	66½
Illinois, De Kalb, Northern Illinois State College	7	..	..	1	8	7,124	.50	.50	69½
Iowa, Cedar Falls, State Teachers College	8	..	2	3	13	18,371	.40	.45	80½
Kansas, Emporia, State Teachers College	7	..	..	1	8	16,497	.50	.60	80½
Kentucky, Bowling Green, Western Kentucky State College	6	..	3	..	9	9,062	.30	.30	74
Kentucky, Murray, State College	4	..	..	1	5	7,122½	.30	.30	65
Maryland, Frostburg, State Teachers College	2	..	2	..	4	749	.50	.50	56½
Maryland, Towson, State Teachers College	3	..	1	..	4	1,429½	.50	.50	53½
Michigan, Kalamazoo, Western Mich. College of Education	7	1	2	2	12	11,295½	.50	.60	83½
Minnesota, Bemidji, State Teachers College	1	1	..	..	2	3,060	...	...	60½
Minnesota, Mankato, State Teachers College	1	1	1	..	3	3,491	.45	.45	57
Minnesota, Moorhead, State Teachers College	3	..	..	..	3	1,580	.45	.45	59½
Minnesota, St. Cloud, State Teachers College	4	..	..	3	7	4,472½	...	.50	55½
Mississippi, Cleveland, Delta State Teachers College	1	1	..	..	2	1,819	.30	.40	53
Missouri, Cape Girardeau, Southeast Missouri State College	6½	..	..	..	6½	8,689	.40	.40	64½
Missouri, Springfield, Southwest Missouri State College	3	1	..	..	4	16,352	.45	.45	72½
Missouri, Warrensburg, Central Missouri State College	3	..	1	2	6	9,090	.40	.55	65
Nebraska, Kearney, State Teachers College	1	1	..	..	2	6,161½	.40	.65	59
Nebraska, Peru, State Teachers College	1	1	..	..	2	2,700	...[2]	...[2]	51
New Hampshire, Keene, Teachers College	1	1	..	..	2	260	...[2]	...[2]	61
New Mexico, Las Vegas, Highlands University	1	1	1	1	4	2,656	.60	.60	54
New York, Albany, State College for Teachers	8½	1	..	1	10½	744	.50	.50	58
New York, Oswego, State Teachers College	4	..	2	1	7	2,680	...[2]	...[2]	67½
North Carolina, Boone, Appalachian State Teachers College	3	1	2	1	7	.....[2]	.35	.35	69
North Carolina, Greenville, East Carolina Teachers College	6	..	..	..	6	.....	.39	.39	81
North Dakota, Minot, State Teachers College	3½	..	..	..	3½	3,962	...[2]	...[2]	64
North Dakota, Valley City' State Teachers College	1	1	1	..	3	.....	.40	.40	48
Oklahoma, Alva, Northwestern State College	1	1	..	..	2	3,475	...[2]	...[2]	54½
Oklahoma, Edmond, Central State College	1	1	..	..	2	7,722	...[2]	...[2]	46
Oregon, Ashland, Southern Oregon College of Education	1	..	1	1	3	1,349	.60	.75	56½
Oregon, LaGrange, Eastern Oregon College of Education	1	1	..	..	2	3,551	.60	.65	65½
Oregon, Monmouth, College of Education	1	1	..	1	3	3,242	...	.75	63
Pennsylvania, Bloomsburg, State Teachers College	1	1	..	..	2	2,367	.40	.50	54
Pennsylvania, West Chester, State Teachers College	3	..	1	½	4½	12,918	.50	...	63½
Texas, Commerce, East Texas State Teachers College	6	..	..	..	6	26,466	.40	.40	67½
Texas, Denton, North Texas State College	15	1	..	..	16	48,595	.45	.45	80½
Texas, Huntsville, Sam Houston State Teachers College	4	..	2	..	6	10,104	...[2]	...[2]	57½
Texas, San Marcos, Southwest Texas State Teachers College	4	..	2	..	6	16,700	.40	.50	75½
West Virginia, Fairmont, State College	3	..	..	2	5	.....[9]	...[2]	...[2]	65
West Virginia, Glenville, State College	2	..	..	..	2	1,932	.55	.55	52
Wisconsin, Milwaukee, State Teachers College	6	..	..	1	7	5,400	.50	.60	57
Wisconsin, Oshkosh, State Teachers College	2	..	1	..	3	2,143	...[2]	...[2]	56
Wisconsin, Stevens Point, State Teachers College	4	..	..	..	4	.....[2]	.50	.75	68
High	15	1	3	4	18	48,595	.77	1.00	83½
Median	3	..	2	2	5	5,400	.45	.55	63
Low	1	0	½	0	2	260	.25	.25	43

1 $5,078.14. 2 Not reported. 3 Confidential. 4 Plus ⅐ of salary for summer school. 5 Plus $560 for summer school. 6 Nine months. 7 Plus $600.00 for

eral and Salary Statistics

Salaries																	
								Subprofessional Assistants All Departments			Clerical Administrative Assistants All Departments			School, College, and Departmental Libraries Central Library Budget Head		
Chief Librarian	Associate or Assistant Librarians	Department Heads No.	Min.	Max.	Professional Assistants No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.
$4,000.00	.....	..	.....	.....	..	.....	.....	1	.....	$ 900	..	.....	.....	..	.....	.....
.....[2]	.....[2]	..	.....	.....	..	.....	.....	..	.....	.....	..	.....[2]	.....	..	.....	.....
3,000.00	$2,400.00	..	.....	.....	..	.....	.....	1	.....[2]	.....	3	.....	.....	..	.....	.....
5,772.00	.....	3	$2,916.00	$3,372.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
4,740.00	.....	4	2,772.00	3,900.00	..	.....	.....	..	.....	.....	2	$2,160.00	$2,640	..	.....	.....
4,980.00	.....	4	3,372.00	4,092.00	2	.....[2]	.....	..	.....	.....	2	2,160.00	.....	..	.....	.....
5,496.00	4,092.00	..	.....	.....	12	$2,772.00	$3,900.00	..	.....	.....	4	2,160.00	2,772	..	.....	.....
3,510.00	.....	..	.....	.....	2	1,920.00	2,700.00	..	.....	.....	1	1,500.00	.....	..	.....	.....
4,100.00	.....	3	3,175.00	3,375.00	1	2,775.00	.....	..	.....	.....	3	1,500.00	2,031	1	$2,975.00	.....
.....[2]	5,100.00	5	3,410.00	4,620.00	4	3,410.00	3,960.00	½	$1,980	.....	2	1,620.00	1,740	1	3,410.00	.....
5,865.00	.....	3	3,850.00	.....	..	.....	.....	..	.....	.....	3	1,800.00	1,920	2	3,150.00	$3,600
4,800.00	4,125.00	5	3,150.00	3,975.00	..	.....	.....	..	.....	.....	1	1,350.00	.....	..	.....	.....
4,800.00	.....	6	3,700.00	4,000.00	1	3,000.00	.....	2	2,400	.....	3	1,560.00	1,920	..	.....	.....
.....[2]	.....	6	2,750.00	.....	..	.....	.....	..	.....	.....	1	1,800.00	.....	..	.....	.....
3,500.00	.....	3	2,400.00	.....	1	2,200.00	.....	..	.....	.....	..	.....	.....	4	1,600.00	3,000
3,700.00	.....	2	2,940.00	.....	1	1,920.00	.....	..	.....	.....	..	.....	.....	..	.....	.....
3,850.00	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
3,850.00	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
4,600.00	3,600.00	4	3,100.00	3,400.00	2	3,100.00	3,200.00	2	1,920	2,082	2	1,800.00	1,860	..	.....	.....
3,100.00	2,800.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
3,700.00[4]	3,600.00[4]	..	.....	.....	..	.....	.....	1	1,350[5]	.....	..	.....	.....	..	.....	.....
3,700.00[6]	.....	2	3,000.00[6]	3,900.00[6]	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
3,531.81	3,431.81	2	2,881.81	2,995.45	..	.....	.....	..	.....	.....	3	1,567.42	2,388	..	.....	.....
.....[2]	3,600.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
5,220.00	4,956.00	..	.....	.....	5	3,060.00	4,500.00	..	.....	.....	..	.....	.....	..	.....	.....
4,300.00	4,300.00	2	3,500.00	3,700.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
3,650.00	.....	2	2,820.00	3,275.00	..	.....	.....	1	2,450	.....	1	1,800.00	.....	..	.....	.....
3,350.00	3,200.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
.....[2]	.....[2]	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
2,400.00	2,400.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
3,650.00	3,000.00	..	.....	.....	1	4,000.00	.....	..	.....	.....	1	3,600.00	.....	..	.....	.....
5,912.40	.....	2	3,780.00	4,604.88	5	2,484.00	3,036.00	..	.....	.....	1	1,836.84	.....	2	2,760.00	4,275
4,825.00	.....	2	3,780.00	4,605.00	1	2,760.00	3,450.00	2	2,484	3,174	1	1,840.00	2,530	..	.....	.....
4,047.00	.....	2	2,898.00	3,243.00	..	.....	.....	2	1,932	.....	1	1,863.00	.....	..	.....	.....
5,760.00	.....	3	3,600.00	4,000.00	1	3,456.00	.....	..	.....	.....	..	.....	.....	1	3,600.00	.....
4,300.00	.....	2	3,100.00	3,300.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
2,920.00	2,605.00	..	.....	.....	..	.....	.....	1	1,628	.....	..	.....	.....	..	.....	.....
.....[2]	.....[2]	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
3,750.00	3,120.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
4,250.00	.....	..	.....	.....	..	.....	.....	1	2,220	.....	1	2,160.00	.....	..	.....	.....
4,800.00	3,500.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
.....[2]	3,700.00	..	.....	.....	..	.....	.....	..	.....	.....	1	1,600.00	.....	..	.....	.....
4,041.00[6]	3,159.00[6]	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
4,554.00[7]	.....	..	.....	.....	2	4,071.00[8]	4,383.00[8]	1	2,310	.....	..	.....	.....	..	.....	.....
4,400.00	.....	5	3,300.00	3,700.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
.....[2]	3,892.50	5	3,492.42	3,550.80	8	2,868.75	3,492.42	..	.....	.....	..	.....	.....	1	3,492.42	.....
5,483.28	.....	3	2,331.26	3,150.00	..	.....	.....	2	1,200	1,500	..	.....	.....	..	.....	.....
4,400.00	.....	3	2,700.00	3,150.00	..	.....	.....	2	1,800	2,400	..	.....	.....	..	.....	.....
4,500.00	.....	2	3,300.00	3,300.00	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
2,700.00	3,190.00[10]	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....	..	.....	.....
4,400.00	.....	..	.....	.....	4	2,900.00	3,600.00	..	.....	.....	1	2,000.00	.....	1	3,400.00	.....
3,900.00	.....	..	.....	.....	1	3,125.00	.....	1	2,016	.....	..	.....	.....	..	.....	.....
4,600.00	.....	..	.....	.....	3	2,800.00	3,700.00	..	.....	.....	..	.....	.....	..	.....	.....
5,912.40	5,100.00	6	3,850.00	4,620.00	12	4,071.00	4,500.00	2	2,484	3,174	4	3,600.00	2,772.	4	3,600.00	4,275
4,250.00	3,500.00	3	3,150.00	3,550.80	3	2,800.00	3,600.00	1	1,980	2,082	2	1,800.00	2,031	2	3,150.00	3,700
2,400.00	2,400.00	2	2,400.00	3,243.00	1	1,920.00	2,700.00	1½	1,200	900	0	1,350.00	1,740	1	1,600.00	3,000

six week summer. 8 Plus $250.00 for three week summer. 9 $3,679.00. 10 Plus $1,000 for summer session.

Notes from the A.C.R.L. Office

OFFICIAL A.C.R.L. business handled at the 1950 Midwinter Meeting in Chicago, January 26-29, will be reported fully in a later issue of *College and Research Libraries* in the form of condensed minutes. The March *A.L.A. Bulletin* carried notes of certain important actions taken by sections. The A.C.R.L. Policy Committee statement,[1] which rejected Part II of the Fourth Activities Committee Report, was approved. The Board of Directors was instructed to investigate and consider plans for the creation of a federation of American library associations. They were also instructed to investigate and report on the dues allotment scale between A.C.R.L. and A.L.A.

Your attention is called to certain programs of activity which are left largely to this office for development without formal action.

As reported at the A.C.R.L. general session, my attention has been focused on the need for a placement service, the development of a program of research, and effective representation of the association and college and research library interests before learned societies and other professional organizations.

The need for an effective placement service is widely appreciated. Since the strength of this association lies in the cooperative efforts and volunteer work of the membership, the plan proposes a decentralized placement program, resting principally on the shoulders of 50-60 volunteers in as many strategic college or university centers throughout the country. This would make a placement representative available to any A.C.R.L. member, as well as to a library wishing to fill a vacancy, at no great distance.

Each placement representative would keep records of vacancies and applicants within his own area, and circulate this information to his colleagues in the adjacent areas, with the expectation that a marriage of vacancy and applicant might be made in that region of the country. Information on applicants with very unusual qualifications, and data on positions requiring very specialized training would be forwarded to Chicago and handled from this office on a national scale.

This plan will be put into operation on an experimental basis in the Southeast before summer.

The Constitution of A.C.R.L. states that the object of the association is to advance "the continued professional and scholarly growth" of college and reference librarians. Like the weather, a research program has seen more discussion than accomplishment. The College Libraries Section of A.C.R.L. had a very interesting program at Midwinter devoted to this subject.

As a result of discussions it has been proposed to appoint a committee with the specific assignment of compiling quarterly lists of topics for research and investigation in the fields of college and research library problems. This list should include works in progress by individuals or committees of any library organization. Comment may be given on the need, progress if any, or methods of attacking the problem. Once the list is published, it would be the objective of this office to invite and cajole individual members of the association to undertake one or another of the studies.

It is quite possible that this list might be a regular feature of *College and Research Libraries* and, combined with this communication of mine, mailed out regularly to all members as a reprint. This would cost 12-15 cents per member annually.

* * *

At the end of March I will speak at the Louisiana Library Association in Baton Rouge, and in April to the Texas Library Association in Houston. In June I travel to Sacramento to speak before the California Library Association. On each of these trips I will make as many "library stops" as possible without being away from the office at any time for more than two weeks. There are also three local speaking engagements in the near future. So far, my visiting has been limited to about 15 libraries in the vicinity of Chicago, Cleveland, and Fort Worth.

Arthur T. Hamlin
A.C.R.L. Executive Secretary

[1] "A Statement on Relationship of A.C.R.L. and A.L.A." *A.L.A. Bulletin*, 43:310-311, October 1949.

Personnel

THERE are few names in the field of librarianship that call forth more admiration from practicing librarians than does that of Helen E. Haines. Her 50 years of service reveal a record of devotion to the enrichment of librarianship through a fuller understanding of what library service means.

It seems fitting that some recognition of this magnificent expenditure should be made in her name. To this end, and with a dual purpose, the Alumni Association of the Graduate School of Library Service at the University of Southern California has appointed a committee to establish the Helen E. Haines Scholarship at the School. As its first objective, the Scholarship will pay honor to this acknowledged leader in the library world. Secondly, it will provide funds from which qualified library school students may receive financial aid in completing their professional training. But, unlike most scholarship funds, income from this fund will be available to Miss Haines should she need it.

The committee is now providing a nationwide opportunity for librarians and friends of Helen Haines to participate in the building up of this fund. Ultimate goal of the committee is the sum of $10,000 which, skillfully invested, will bring sufficient income to pay at least the tuition of one student each semester. National chairman of the committee is Althea Warren, Department of Library Science, University of Michigan. Assisting Miss Warren is John Askling, indexing consultant, 304 W. 35th St., New York, as eastern chairman and B. J. Caldwell, librarian of the Pomona, California, Public Library, as western chairman. Together with the other members of the committee, these chairmen energetically solicit your personal and/or group participation. Send your contributions to Dr. Lewis F. Steig, librarian of the University of Southern California, Los Angeles 7, California, who is treasurer of the Helen E. Haines Scholarship Committee.

JOHN EMMETT BURKE has been appointed the librarian of George Peabody College for Teachers, Nashville, Tenn., to succeed Dr. John H. Lancaster. Mr. Burke goes to Peabody from St. Louis, Mo., where for the past two years he was chief librarian of Christian Brothers College of that city.

John Emmett Burke

Mr. Burke's graduate work in library science was done at the Graduate Library School of the University of Chicago. He received his B.L.S. in 1947. In addition to this degree, Mr. Burke holds the master of arts in English and in science has specialized in biology with the B.S. He received his B.A. from De Paul University, Chicago, in 1930.

Four states have been the scene of Mr. Burke's library experience. He has held responsible library positions with colleges, junior colleges and secondary schools in Tennessee, Missouri, Minnesota and Illinois. In 1941 he was elected to a Carnegie scholarship to the first workshop held for junior college personnel in the United States.

Mr. Burke was national chairman of the Secondary School Section of the Catholic Library Association in 1948 and also national secretary of the College and University Section of the Special Libraries Association for the same year. From 1945 to 1947 he was president of the Language Teachers Association. He has written for various professional and educational magazines.

In addition to being librarian at George Peabody College for Teachers, Mr. Burke will hold the rank of assistant professor of library science in the Peabody Library School.

Appointments

Dorothy Larsen, formerly on the staff of the Teachers College Library at Columbia University, is now Librarian of Westmar College, Le Mars, Iowa.

Henry C. Hastings left the library of Brown University to accept appointment as reference librarian of Kenyon College, Gambier, Ohio.

Howard W. Williams is head of the Circulation Department at Swarthmore College Library. He was formerly on the library staff of Teachers College, Columbia University.

Forrest F. Carhart, Jr., was appointed assistant director of libraries at the University of Denver. Prior to coming to Denver, he was loan librarian at Iowa State College Library.

Mrs. Mignon E. Eliot was appointed librarian in charge of the reserve room at the University of Denver. Mrs. Eliot was most recently librarian at Miss Hutchinson's School, Memphis, Tenn.

Carlyle Stickler has accepted a position as documents librarian at Stanford University.

LaVelle Cox is supervisor of the Periodicals Section at the Princeton University Library.

Retirement

Edith M. Coulter retired after 42 years of service in university libraries. From 1907 to 1911 she was in the Reference Department at Stanford. After that time she was in the University of California Library at Berkeley, first in the Reference Department, and then as a member of the faculty of the School of Librarianship.

Necrology

Beatrice Barker, for 30 years head cataloger in the University of Oregon Library, died in 1949.

Robert J. Conklin, librarian and professor of English at Springfield College, Springfield, Mass., died on or about Dec. 25, 1949, in tragic circumstances. Led by his interest in problems of social and international understanding, he had accepted a Fulbright grant to teach for a year in the University of the Philippines, where he had previously served as head of the English Department. During the Christmas vacation, he and his companion, a geographer from the university staff, while engaged in a scientific expedition into the little-known, mountainous region of northern Luzon, were killed by bandits. Prior to his appointment to the staff of Springfield College in 1936, he had taught English at Penn State, Purdue, and Muhlenberg College.

Recent Personnel Changes in Foreign Libraries

Bernard Kettle, formerly director of the Guildhall Library, London, died Aug. 9, 1949.

Dr. Hans Hansel was appointed provisional director of the Fulda Landesbibliothek on Aug. 1, 1949.

Dr. Simon Höpfl, director of the Bibliothek der Technischen Hochschule in Munich, died on Oct. 18, 1949.—*Lawrence S. Thompson.*

Films in the Academic Library

(Continued from page 150)

more than to effect a correlation of the library's activities with those of the film center.

If, on the other hand, the departments of the institution are attempting to meet their film needs with inadequate resources, without any plan for coordinating materials and equipment, the need for constructive action is manifest. The librarian may then justifiably believe that he has not only an opportunity but a genuine responsibility for securing necessary funds for a centralized film service which will adequately meet the needs of the community.

News from the Field

Acquisitions, Gifts, Collections

The manuscript collections of St. Catherine's Monastery on Mt. Sinai are being photographed in their entirety for the Library of Congress by an expedition conducted by the American Foundation for the Study of Man. This priceless and heretofore almost totally inaccessible manuscript collection, in what is believed to be the world's oldest Christian monastery, will soon be made available on microfilm to scholars. The expedition is under the leadership of Wendell Phillips, president of the American Foundation for the Study of Man. It has been estimated that the manuscripts in St. Catherine's Monastery comprise a total of some 500,000 to 700,000 pages. They are known to include, in addition to many manuscripts of great importance for biblical textual criticism, a group of some 2000 documents or firmans emanating from the Muslim sultans and kings throughout the Middle Ages down to the end of the Ottoman period. The microfilms to be acquired as a result of this project are expected to prove invaluable in the work of preparing the new critical apparatus for the Greek New Testament, which is currently being undertaken by an international group of scholars headed by Ernest Cadman Colwell, president of the University of Chicago. Most of the manuscripts were the works of the monks in this monastery which was established sometime after A.D. 220. The manuscripts are written in Greek, Arabic, Slavonian, Iberian, and Syriac, the latter being a later form of the language spoken by Christ.

In January, the University of Minnesota received a gift of $7500 from J. F. Bell of Minneapolis for the purchase of two rare books. Both books, about early explorations in America, were printed in Paris, one in 1557 and the other in 1603. The earlier imprint is *Les singularitez de la France antartique* written by Andre Thevet, a Franciscan friar, who came to America shortly before 1557 and traveled from Brazil to Canada. The book, which contains 332 pages, is profusely illustrated with woodcuts of the Indians and plants seen by Thevet during his explorations. The other item is *Des sauvages, ou voyages de Samuel Champlain de Brouage en la France nouvelle.* Champlain wrote the book in 1603 after he returned from his first voyage to "New France." There are only three other known copies of the Thevet volume and four of the Champlain work in this country.

Philip M. Benjamin, librarian of Allegheny College, Meadville, Pa., has announced the acquisition of five recorded programs, dealing with the Lincoln story, as presented on the radio program "Cavalcade of America." These recordings have been added to the Ida M. Tarbell Lincoln Collection in Reiss Library at Allegheny College.

The Chenery Library of the College of Liberal Arts, Boston University, opened its new Treasure Room on Dec. 3, 1949 with an exhibit of a recently acquired collection of Americana. This gift of manuscripts and books originally formed part of the private library of Mr. and Mrs. Mark Bortman of Newton Center. The collection is especially strong in early Massachusetts imprints and seventeenth-century London printings of colonial material. Among the books are Thomas Shepard's *Sincere Convert,* London, 1640, and Richard Mather's *Heart-Melting Exhortation,* London, 1650 of which there are three known copies. There are several Boston Massacre orations, one of which contains the autograph of Samuel Adams. There are manuscripts from the libraries of Lord Melville and Lord North. The Letter-Book of General Gage for 1775 and a collection of the papers of the Rev. Jonathan Mayhew are two of the most recent manuscript additions to this collection.

Northwestern University Library has received, as a gift from Mrs. James Ward Thorne, an unusually beautiful illuminated fifteenth-century manuscript. It is a Latin Book of Hours, the work of a French scribe.

The National Taiwan University Library in Taipei, Taiwan, China, is interested in establishing exchange relationships with various American libraries. The National Taiwan University Library possesses a number of Tung-hoang manuscripts it is willing to ex-

change for certain American publications. Mr. Tai-lien is chief of the Periodicals, Exchange, and Gift Section.

The famous James Weldon Johnson Memorial Collection of Negro Arts and Letters at Yale was opened formally on Jauary 7. The collection, the gift of Carl Van Vechten, was described briefly in an earlier issue of this column. Mr. Babb, librarian of Yale, has announced that the collection is available to scholars and other interested persons. This memorial collection ranges in scope from the recordings of Bessie Smith, blues singer, to volumes by Booker T. Washington.

Mr. and Mrs. Francis O. Byrd of Upperville, Va., have presented to the College of William and Mary over 200 volumes which belonged to the Harrisons of "Brandon" and "Upper Brandon" and to other relatives of the Byrd family of Virginia.

Dr. Edwin E. Willoughby, chief bibliographer of the Folger Shakespeare Library, has advised the College of William and Mary of his long-term project for forming a collection of books on "the original patrons of the College, Their Sacred Majesties, King William and Queen Mary." Dr. Willoughby formerly served as head of the Library Science Department at William and Mary. During the last several years he has given the college over 20 early imprints concerning Queen Mary.

The University of Kentucky has reached an agreement with the Court of Appeals to have certain Kentucky newspaper files transferred from the court to the university libraries. This acquisition now makes Lexington one of the greatest centers of early newspapers in the South.

Robert Vosper, associate librarian, University of California Library, Los Angeles, reports the acquisition of 126 works in the field of Catalan language and literature. The books were acquired as a result of a trip to Spain made by Mr. Vosper last spring. The collection contains six dictionairies, including the two volumes thus far issued of Alcover's monumental *Dicionari Catalá—Valenciá—Balear*; five works dealing with language and grammar; five dealing with phonetics and linguistics; three bibliographical works; seven collections of romances (ballads); about 50 volumes of classical texts; and a beautifully bound facsimile edition of the first book published in Spain (1475), *Les trobes en lahor de la Verge Maria*. Catalan and Valencian literary history and criticism are also represented and there are seven works dealing with paroemiology and folklore; and 30 about art, music, history, and geography. Several important periodical sets are also included in the collection.

The Mark Twain papers have come to the University of California, Berkeley, through a bequest from Clara Clemens Samossoud, the only living daughter of Mark Twain. The collection includes 45 of the author's notebooks and diaries; over 400 literary manuscripts; masses of business records; family photographs and personal albums; and thousands of letters.

Washington University, St. Louis, Mo., has recently opened a new Engineering Library. Fifteen thousand books and periodicals have been assembled from various collections on the campus to form this new library for engineering and mathematics. The library is on the second floor of the Sever Building.

Conferences, Curricula, and Scholarships

The Medical Library Association, which sponsors scholarships for foreign medical librarians, has granted three such scholarships for the academic year 1949-50. The recipients are Erica Emma Johannsen Oehrens, assistant librarian at U.N. Economic Commission for Latin America, Santiago, Chile; Ileana Ines Johannsen Oehrens, assistant in the Biblioteca de la Escuela de Salubridad, Universidad de Chile; and Juan Carlos Secondi, student of medicine and a graduate of the library school of the University of Montevideo. The scholarship program, which is being carried out in cooperation with the Institute of International Education, is arranged so that it will meet the individual requirements and special interests of each Fellow.

The College and University Section of the New Jersey Library Association held its fall meeting at Drew University, Madison, N.J., on Dec. 3, 1949. There was a tour of the Rose Memorial Library conducted by members of the library staff of Drew, followed by a cafeteria luncheon and an afternoon meeting at which Dr. Harriet MacPherson, dean of the Graduate Library School, Drexel Institute

of Technology, spoke on "Permanency and Change in Relation to Library Education."

The Library Committee of Washburn Municipal University, Topeka, Kan., is sponsoring a series of four faculty lectures this year to provide an opportunity for members of the faculty and their wives to share their scholarly interests. Naomi Nelson opened the series on October 12, describing her impressions of the Goethe Bicentennial at Aspen.

Publications

The 1948-49 Committee on Administration of the Division of Cataloging and Classification of the American Library Association has collected material from more than 75 libraries dealing with their procedures in the use of merit rating forms, multiple order forms, and means of reproducing catalog cards. Three groups of material have resulted. They show various methods used in libraries of different sizes and types. Microfilm reproductions of each of these groups are being made, and consist of reproductions of the forms and descriptive texts that were submitted by the various libraries. Copies of these microfilms are available at cost from the University of Chicago, Department of Photographic Reproduction. Prices are $3.50 for the rating forms, $2.75 for the multiple forms, and $2.00 for the card reproduction devices.

A new publication which seeks to make available in convenient and readily usable form most of the factual data contained in the numerous and frequently bulky reports of the Commission on the Organization of the Executive Branch of the Government, popularly known as the Hoover Commission, has just been issued by the Library of Congress. Entitled *Facts and Figures about the Federal Government, Its Departments and Agencies and Their Activities,* the document has been published as No. 74 in the Public Affairs Bulletin series prepared by the Library's Legislative Reference Service.

The Georgetown University Press announced in January the publication of the first in a series of three volumes on Soviet treaty relations from 1917 to 1928.

Entitled the Soviet Treaty Series, the first volume traces the development of Soviet diplomacy in the formative years of the new Russia—its rise from revolutionary chaos to full participation in world affairs.

Author of the work is Dr. Leonard Shapiro of the Georgetown University Graduate School.

Approximating 425 pages in dark blue cloth binding and fully indexed, the volume retails at $10.00. Subsequent volumes are scheduled to appear in summer and fall of 1950.

John Wiley and Sons, New York publishers, have just completed an arrangement with Methuen and Company of London whereby Wiley has been granted the American distribution rights of the well-known Methuen Physical Monograph Series. These monographs are pocket size, hard-bound books ranging from 64 to 132 pages in length on various aspects of physics of interest to contemporary scientists. These volumes, written by prominent British and continental European specialists, are intended to provide non-specialists with compact statements of modern thought in the field covered.

Catholic University Library has issued *This Is Your Library,* an attractive booklet for the guidance of students to the resources and services of the library.

Selected Bibliography of the Specialized Agencies Related to the United Nations is No. 1 of the United Nations Headquarters Library Bibliographical Series. This publication is available from the Columbia University Press, price 25¢.

The University of Denver Press has still available copies of its factographs, *Help Yourself to a Good Research Paper* and *Where to Find Facts on Federal Bills and Laws.* These posters, which sell for $1.50 each or $15.00 per dozen, are colorful presentations of the fundamentals of library use.

In November, H. W. Wilson Company published the tenth annual edition of its extremely useful *Catalog of Reprints in Series: 1949.* The price of $4.00 includes the spring supplement published this year. This catalog, familiar to many librarians, is a buying guide to those vast quantities of better books, at lower prices, known as reprints. The *Catalog* is particularly welcome in a period of shrinking budgets. For the statistically minded the book discloses some interesting facts. Grace Livingston Hill with 77 titles available in reprints continues to head the list of "most reprinted authors." Zane Grey with 55 titles remains second, but Erle Stanley Gardner (plus his three pseudonyms) with 51, has been

coming up fast. Among the classics there are 34 Dickens', 29 Scott's, and 23 Cicero's. The new *Catalog of Reprints* has 235 pages and is the only single guide to an important market.

One Hundred Books about Bookmaking, by Hellmut Lehmann-Haupt, is a new publication of the Columbia University Press. First published in 1933 (as *Fifty Books about Bookmaking*) this useful volume is now enlarged and includes titles on the origin of books, printing practice, types, illustrations, bookbinding and papermaking, and bookmaking periodicals. New publications, as well as some older works, have been added. This attractively printed volume sells for $1.75.

Robert F. Moore, director of personnel at Columbia University, is the author of *Blueprint Your Career* (Stackpole and Heck, 1949. $2.75). College librarians will find this a useful volume in assisting students who want information about positions. The author includes many practical suggestions which should aid the undergraduate in making use of his college curriculum to fit himself for the career of his choice.

The Public Affairs Press, Washington, D.C. has issued a *Guide to Women's Organizations: A Handbook about National and International Groups,* by Ellen Anderson. This is an alphabetical listing of organizations, with information concerning year of origin, membership, address, name of executive officer, etc. The price of the publication is $2.00.

The Office of Education has issued a *Selected Bibliography on School Finance, 1933 to 1948* (Bulletin 1949, No. 14), by Timon Covert. Most of the items included are annotated.

Among recent publications of the Library of Congress are *The General Spaatz Collection* (free, Publications Section, L.C.); and *Facts and Figures about the Federal Government,* by W. Brooke Graves (Card Division, L.C. 25¢).

Ralph E. McCoy and Elizabeth O. Hogg have prepared the "University of Illinois Library Resources in Labor and Industrial Relations." This publication, which is available to interested research libraries, contains detailed information of the holdings of labor materials at Illinois and will be used as a basis for building the collections. Copies may be had on a limited basis from Mr. McCoy, Institute of Labor and Industrial Relations, University of Illinois, 704 S. 6th St., Champaign, Ill.

George K. Anderson, professor of English at Brown University, is the author of *The Literature of the Anglo-Saxons* (Princeton University Press, 1949. $5.00). This volume presents a new approach to the study of Old English, in that it emphasizes literature rather than language. Containing quotations from the works of Anglo-Saxon writers, it is a readable and scholarly contribution.

The Bibliographical Society of the University of Virginia has issued two mimeographed publications, *The Sadleir-Bloch Gothic Collection,* by Robert K. Black, and *A Supplement to the Woodward & McManaway Check List of English Plays, 1641-1700,* by Fredson Bowers.

The Philosophical Library, New York, has published *Jewish Artists of the 19th and 20th Centuries,* by Karl Schwarz. The volume, which includes illustrations, contains biographical sketches of a number of artists Price, $4.75.

The Library Association, London, has published *The Subject Index to Periodicals, 1947,* with T. Rowland Powel as general editor. The list of periodicals indexed has been revised to include many new periodicals. Also, a more convenient format has been adopted. The subscription is £5.5s per year.

The University of Oregon Instructional Materials Laboratory announces the re-establishment of its Curriculum Bulletin Series with the release of three new numbers of interest to Librarians.

No. 57 *Instructional Aids to Learning.* 47p. 50¢. (A comprehensive list of bibliographies and sources of audio-visual aids brought up to date. July 1949.)

No. 58 *Free and Inexpensive Teaching Materials.* 22p. 25¢. (A list of 200 firms and agencies that distribute free and inexpensive educational materials of value in most subject areas.)

No. 59 *Free and Inexpensive Materials in Social Studies.* 11p. 15¢ (A list of over 150 firms and agencies that distribute materials for use in social studies classes. Includes some firms as listed in No. 58.)

Inquiries and orders should be directed to: Instruction Materials Laboratory, School of

Education, University of Oregon, Eugene.

The University of Cape Town Libraries has issued *Photographic Service Points in Libraries, Archives and Museums in South Africa* (1949). This mimeographed publication contains the results of an inquiry made in September 1949, and was compiled by O. H. Spohr.

A Short History of Chinese Art, by Hugo Musterberg, is a recent publication of the Philosophical Library. The period covered is from prehistoric times to the Manchu Dynasty. Fifty plates, representing works of art from each period, supplement the text (227p. $5.00).

All librarians, and particularly those on public library staffs, will want to consult the volumes of the Public Library Inquiry issued by the Columbia University Press. In the review section of this issue, Jerome K. Wilcox examines James L. McCamy's *Government Publications for the Citizen.* Among the other volumes is William Miller's *The Book Industry* (xiv, 157p. $2.75), which is a description of trade book publishing as it is conducted in the United States today. Such matters as finance, editing, production, and relation to libraries are considered.

Gloria Waldron's *The Information Film* (xviii, 283p. $3.75), examines the field of the adult information film. She presents a detailed study of films in education, problems and prospects in 16mm film, producers and production, the chaotic condition of distribution, the various uses of film, public libraries and films, and film circulation in eight libraries. The volume also contains a useful glossary and an annotated bibliography.

The Library's Public (xx, 172p. $3.00), by Bernard Berelson, with the assistance of Lester Asheim, is an organized summary of what is now known about the use of public libraries in the United States. The volume considers studies which have been made of library users, how often they use the public library, the trend in public library use and the popular attitudes toward libraries. Attention is also given to the need for further research. "Of all the major media [of communication]," Berelson observes, "books are the most specialized, the most erudite, the most sophisticated—and the least used."

Oliver Garceau is the author of *The Public Library in the Political Process* (xxvii, 285p. $3.75). This study is concerned with the political process linking legislature, public administrator, organized groups, professional associations, administrative boards, voluntary citizens' movements, and other elements of the citizenry for whom the public library is made available. Governing authorities on a local, county, state, and Federal level are considered.

Work Measurement in Public Libraries; a Review and Manual on Time Studies and Work Units with a Statistical Analysis and an Evaluation of Administrative and Management Procedures in certain Public Libraries, by Watson O'D. Pierce (New York, Social Science Research Council, 1949, v, 237p. $1.00), has as its aim the analysis of the working patterns and techniques in public libraries, the trying out of methods of examining those patterns and techniques, and the provision of a basis upon which the library staff may discover the points at which more efficient methods may be instituted.

There are four major parts in the study: Part I deals with two questionnaires, the first sent to the 37 libraries which took part in the Baldwin-Marcus cost study (1939) and the second to the 60 libraries which constituted the Public Library Inquiry sample; Part II is a manual for time and work unit measurement; Part III gives measurement data obtained from three public libraries of varying size through the application of the manual; and Part IV presents an evaluation of the measurement results and procedures, and conclusions derived from the data collected.

The Library of Congress has issued a revised edition of its *Rules for Descriptive Cataloging,* the first preliminary edition having appeared in 1947. The new 141-page volume is available from the Superintendent of Documents, Washington 25, D.C., at $1.50. At the 1949 Midwinter Meeting the A.L.A. Council, upon recommendation of the Division of Cataloging and Classification accepted the L.C. rules as part two of the *A.L.A. Cataloging Rules.*

The American Vocational Association, 1010 Vermont Ave., Washington 5, D.C., has issued *Studies in Industrial Education.* This annotated bibliography is the first compilation of graduate studies in industrial education and lists 2002 studies in industrial arts education, vocational industrial education and technical education. Price is $1.00.

Education in Arab Countries of the Near East (584p. $6.00) by Roderic D. Matthews and Matta Akrawi, has been issued by the American Council on Education, 744 Jackson Place, N.W., Washington 6, D.C. This volume, which is illustrated and contains 14 charts, covers Egypt, Iraq, Palestine, Transjordan, Syria, and Lebanon.

Libraries of the Southeast: A Report of the Southeastern States Cooperative Library Survey, 1946-1947, has been published by the University of North Carolina Press for the Southeastern Library Association. Louis R. Wilson and Marion A. Milczewski are the editors. Price: paper, $2.50; cloth, $3.00.

The Southwestern Library Association has issued papers and proceedings of its Twelfth Biennial Conference, Oct. 31 to Nov. 3, 1948, New Orleans. Address orders to Patricia Paylore, University of Arizona Library, Tucson, Ariz. Price, 50¢.

What Teachers Say about Class Size, by Ellsworth Tompkins, is Circular No. 311 of the Office of Education. Superintendent of Documents, Washington 25, D.C. Price, 20¢.

The H. W. Wilson Company has issued the revised edition of *The Administration of the College Library,* by Guy R. Lyle, with the collaboration of Paul Bixler, Marjorie J. Hood, and Arnold H. Trotier. The volume, which has grown from 601 to 608 pages, includes materials which have been developed since 1944. This is especially true of Chapter I, "The Changing College Library," in which attention is called to new problems in the growth and support of college and junior college libraries; Chapter III, "Administrative Organization," which pays special heed to the divisional organization of services; Chapter VII, "The Teaching Function," which contains new material on audio-visual services; and Chapter XV, "The Library Building and Equipment," which considers innovations in college library buildings. Although the book has not been greatly expanded in terms of pages, there are a number of changes in the text, as well as many additions to the references and bibliographies. The price is $5.00.

Library Literature, 1946-1948, edited by Dorothy Ethlyn Cole, has been issued by the H. W. Wilson Company (1949, 478p., service basis). This always useful index contains in this issue entries concerning foreign publications, a feature which had been discontinued during the war period. In general, the volume is similar to its predecessors, with the exception that abstracts have been somewhat shortened.

Miscellany

The Fifteenth Annual Conference (formerly Institute) of the Graduate Library School of the University of Chicago will be held on July 24-29 on the Subject of "Bibliographic Organization." A leaflet describing the detailed program will be available upon request in the spring of 1950. For further information address the Dean of the Graduate Library School, University of Chicago.

Julius J. Marke, acting law librarian of the New York University School of Law Library, was elected this year's chairman of the Joint Committee on Library Education of the Council of National Library Associations at its Chicago meeting, Jan. 29, 1950.

The committee is making a survey to determine the most desirable educational preparation for special librarians (law, medical, music, etc.) to serve as a guide in developing training programs in library schools. An outgrowth of the Princeton Conference on Library Education held in 1948, the committee, which consists of delegates representing the major national library associations, was established for mutual exchange of information between library schools and the various professional groups.

The Army Medical Library has decided to bring the *Index-Catalogue* to a close. Following publication of the volume currently in preparation, the library plans to publish a volume or volumes which will make the record of its monographic holdings complete up to the mid-century mark; and, beyond that, to publish selectively the most useful portion of the vast backlog of over 1,750,000 yet-unpublished references which have accumulated over the years. At the same time, the library's *Current List of Medical Literature* will be augmented and improved so as to provide more effective service. Provision for a continuing record of the library's monographic holdings has been assured in the form of an annual supplement to the *L. C. Catalog of Printed Cards.*

Review Articles

Government Publications

Government Publications for the Citizen (A report of the Public Library Inquiry). By James L. McCamy. New York, Columbia University Press, 1949. 139p. $2.50.

Government publications have gained considerable distinction through the fact that one of the studies of the all-important Public Library Inquiry is devoted entirely to them. Furthermore, the study was made by a social scientist rather than by a librarian. Mr. McCamy, now professor of political science at the University of Wisconsin, will be remembered for his excellent previous study, *Government Publicity,* published in 1939. While one might disagree with some of his recommendations or suggest alternatives, the new study is a significant contribution to the literature relating to government publications.

Questions might be raised as to whether a two months' sampling of the *Monthly Catalog,* January and February 1947, and a one-month sampling of the *Monthly Checklist of State Publications,* are sufficient to draw conclusions regarding federal and state publishing. (Incidentally, Appendix B states *Monthly Catalog,* Jan.-Feb. 1948, instead of Jan.-Feb. 1947.) While the author stresses throughout the importance of the processed document, unfortunately the *Monthly Catalog* even now does not give a complete picture of this form of federal publishing. At least for one department, the Department of Agriculture, this might have been secured through its library's *Bibliography of Agriculture.* For state publishing, the study could have been augmented by analysis of the checklists of individual state publishing that now exist for about a dozen states.

Questions might also be raised as to the classification of kinds of federal publications. For example, "listings of uninterpreted data" such as directories of personnel and bibliographies are grouped as "Catalogs" (p. 5-6); and statistical statements and magazines are combined as periodicals (p. 5-6). Again, the major catagories of federal publishing (p.13) might be questioned, especially when types of publishing such as "Legal actions" and "Economic analysis and reporting" are combined with subjects such as "Aviation."

Depository libraries, including those that are college libraries, must contain at least a thousand books other than government publications, and must make the government publications available to the public. This statement applies both to "all" and to selective depositories. Mr. McCamy's statement on page 30, therefore, needs to be changed accordingly.

On page 59, Mr. McCamy states that "Government publications are not regarded as important save in the large libraries in cities of 100,000 or more and even in these material is used chiefly for reference purposes." Although Mr. McCamy's evidence probably pointed to this conclusion, I cannot refrain from challenging the statement. Possibly the small and medium-sized public libraries do not give the attention to acquiring and selecting government publications that they do to that of books, pamphlets and other materials. Furthermore, the media of selection chiefly used by these libraries only infrequently include government publications whereas every issue includes books and other materials. If this were not true, would his analysis of the government best sellers, which follows, show such a small percentage of the 26 titles in libraries? Of course, another point should be emphasized here: namely, the fact that most of these titles are so well known that the interested public may actually own personal copies and therefore not seek to use them in the public library.

Unfortunately, even though all libraries would like to have recorded in their public card catalogs every book, pamphlet, government publication, etc., such a program is gradually becoming an impossibility because of the cost and limitation of space. While the case may be different for the small or medium-sized public library, the larger library now has to coordinate its bibliographic collection with its card catalog and not duplicate in the card catalog all items found in checklists and subject bibliographies. There should be more trained personnel to assist the public in this coordination. Mr. McCamy,

here, I am sure, expressed the point of view of the public user of libraries, but from an economic standpoint such a procedure is gradually becoming impossible.

Mr. McCamy's recommendations, as found in Chapter Four, "Libraries and Government Cooperation," need careful study. First, he presents the urgent need for a tool which will attempt to classify government publications by type of interest and the need for a selective list of publications of wide general interest. While the federal *Monthly Catalog* might easily indicate types of interest, it would be impossible for it to become a selective list. Its objective should be comprehensiveness so as to include not only Government Printing Office imprints, but all processed publications and those of field agencies as well. Although we have had many commercial projects which periodically select books and pamphlets, there never has been a similar one for government publications of general interest. Would libraries finance such an undertaking if it were prepared by governmental or nongovernmental sources?

Mr. McCamy's suggestion for a coordination of distribution through the Superintendent of Document's Office, while ideal, would be difficult of attainment. This idea was proposed in the state of California at the time the new State Document Distribution Bill was being considered but it was abandoned because it was found that legislators and departments desired to reserve their rights as to free distribution of state documents. It is questionable whether congressmen and the federal agencies and departments would react any differently.

Mr. McCamy has shown the need for a clear, consistent and exact statement as to which publications are free and which are for sale. The Federal Governmental is very inconsistent in its policy with respect to free and sale distribution.

Again, in Mr. McCamy's suggestions on a rationalized depository system, we find the same stumbling block. Will congressmen or agencies surrender all their rights of distribution of free copies, and permit them to be cleared through one central coordinated distribution unit? It is quite possible that, if all free distribution were made through one central source and were limited principally or only to libraries, all libraries might receive all government publications free of charge, irrespective of cost, and the burden would be no greater to the taxpayer than it is now under the present very wasteful free distribution program. Unless congressmen and the federal agencies are willing to give up their rights, complete free distribution of all federal publications to libraries might amount to a very substantial sum. It is a strange paradox that libraries generally expect to receive government publications free of charge, but seldom question paying for pamphlets and books which in many cases are unreasonably priced. The big question is: Where does free distribution end and sale begin? Furthermore, with the ever-increasing number of responsibilities being shifted to the Federal Government, how many additional ones can be added?

Mr. McCamy makes a strong case for the sale or ordering of government publications through the public library. Whether this is done through the public library, through some convenient means worked out with the Post Office Department, or through regional offices of the Superintendent of Documents, does not matter. For years, there has been a consistent demand for the purchase of at least federal government publications outside of Washington, D.C.

While I have expressed some points of view which differ from those of the author, they are in no way intended to devalue this important study. In this era of mass communications, Mr. McCamy has clearly shown how inadequate are the media of selection and the distribution of government publications. The book should be carefully studied by librarians and congressmen. The recommendations are challenging and whether they be adopted fully, partially, or in some modified form, they call for action.—*Jerome K. Wilcox, College of the City of New York Library.*

New Research Guide

Guide to Research in Educational History. By William W. Brickman. New York, New York University Bookstore, 1949. ix, 220p. $2.50.

The academic disciplines of education and librarianship have many things in common. But their one striking similarity lies in their first function which is that of facilitating the approaches to knowledge. This preoccupation with paving the roads to learning is generally viewed with condescension by those colleagues in the academic community who are wholly engaged in the fields of learning for their own sake.

Hence the universal struggle for status in which scholars and teachers of higher learning jealously guard their preserves, and "educators," including librarians, perennially attempt invasions of the promised land. In the past, the outgroup professions have worked hard developing the philosophy, sociology and history of their operations with two large purposes in mind. The first has been to lay down the generalizations underlying professional practice. The second has been to enlarge the ego of groups practicing the underdog professions.

This tactic has not been without its successes. It might have had greater successes were it not for the fact that practical necessities of both education and librarianship have tended to emphasize administration and methodology at the expense of theory and background. In teachers' colleges, background material has been watered down and, at the moment, is pretty much in the role of a stepchild in the curriculum. In schools of librarianship, the question is in the balance, and a clear decision is not to be expected for some time. The new curricula, in an earnest effort to enhance the status of librarians as well as to raise the level of instruction, are bringing principle and subject matter to the fore. Practicing librarians, fearful of a dearth in the supply of ready-made technicians, are expressing their uneasiness via an undercurrent of depreciation and scoffing.

It is in the context of such tug of war that Dr. Brickman presents his *Guide*. He pleads with the educationists "to appreciate the fact that professional respect can only be earned in the open market of scholarship." Pointing out that most educational historians have in the past concentrated on the professional and pedagogical aspects of their subject, the author argues that educational history is, after all, a brand of history, and should be studied with primary emphasis on historical content and scientific method.

Experienced teachers and librarians know full well that it takes more than a ready and willing student to make a scholar. They know also that it needs more than mandate and encouragement to produce careful fruitful research. Dr. Brickman's contribution to the process by which knowledgeable and intelligent people may be transformed into contributors to learning is a step-by-step guide over the hurdles and around the pitfalls.

He leads his student (after explaining to him the many by-product values of research as a way of learning) from the selection of a topic, through the preparation of an outline, to the use of reference tools and library catalogs which librarians know so well but which library users know so little. Having toured rather carefully and inclusively the general and specific sources of reference and bibliography, he proceeds to an exploration of the many types of source materials which should be mined in the accumulation of data and ideas.

But Dr. Brickman is not satisfied with a quick glance at the surfaces of great repositories of the stuff that makes history. His aim is to develop the habit of critical evaluation as well as sound, constructive use of materials. He therefore stops frequently to point out the good and the bad, the careful and the careless in specific pieces of writing. Nor does he hesitate to take "standard" writers to task for shallow thinking as well as for their irresponsible perpetuation of errors initiated by earlier writers in their subject. His chapter on "applying the historical method of research to education" will make exciting reading to interested students and should be richly suggestive to budding historians of librarianship as well.

Al of which leads us to a consideration of the exact nature of this book's importance to college, research and other librarians. The first thing that occurs to the reviewer is that Dr. Brickman's guide is a most valuable

addition to that *genre* of reference work whose purpose it is to give the library patron a good start toward the mastery of a subject in which he expects to have a sustained interest. It fits into that category which already contains, in addition to a large number of works in historiography, such items as Louttit's *Handbook of Psychological Literature,* Mellon's *Chemical Publications,* Soule's *Library Guide for the Chemist,* and Parke's *Guide to the Literature of Mathematics and Physics.*

As a bibliographical start for the writer of a term paper or a full-fledged dissertation in educational history, it does its work well. There are few ommissions of which the reviewer would wish to complain. Among the compiler's oversights are *The Literature of Adult Education,* by Beals and Brody, and the issue of the *Review of Educational Research* (October 1936) on the "History of Education and Comparative Education." Item 290 of Dr. Brickman's bibliography leads the reader to the issue of *Review of Educational Research* which covers the same field for the years 1936 to 1939, but somehow omits the basic bibliography published three years previous. Needless to say, there is a great deal of overlapping between the 1936 *Review of Educational Research,* which offers 975 bibliographical items, and the book under review at the moment. It should also be noted that the former, because of its running commentary and subject breakdowns, is in many respects a more usable bibliography than Dr. Brickman's. The *Guide* approach (which lists items by form of issue) must certainly relinquish many of the advantages of subject and period divisions.

The author feels that his detailed table of contents and subject index (to the bibliography only) obviate this difficulty and, in fact, "make a complete index unnecessary." From the user's point of view, no index could be too complete. For although the bibliographical items and their annotations reveal "time" and "place" values excellently, the index does not light the way to them well enough. Many of Dr. Brickman's ablest critical evaluations of individual sources appear in the textual portion of his book. An expansion of the index to include these would greatly enhance the value of the book without substantially increasing its bulk.

Those who look to this *Guide* for assistance in the area of library history—which, after all, is a branch of educational history—will be disappointed with its meager coverage. The five monographic works in library history which Dr. Brickman has included are apparently selected for their broad coverage and because they meet the requirements of modern historical scholarship. They afford a fine entree into some aspects of library history but are not sufficient. It would be helpful if, in a future edition, the compiler could at least do more with the bibliography of library history. He has not even listed Cannon's *Bibliography of Library Economy* and the volumes of *Library Literature* which bring it up to date.

Perhaps we should not complain so much of neglect when we ourselves are guilty of having neglected to investigate thoroughly the past of our profession. There is a special need for guilt feelings in a group which is so well trained to handle source materials. It is surely overoptimistic to hope that education for librarianship, in its current transition toward a greater concern with principles and backgrounds, will emphasize the research point of view. One hint given last year by President Harold Taylor of Sarah Lawrence College, at a meeting of the New York Library Club, is that it may be possible to do a sizable part of the job of training for the profession by requiring library school students to do meaningful subject projects which involve the extensive use of well-arranged libraries.—*Sidney Ditzion, College of the City of New York Library.*

Communications Research

Communications Research, 1948-49. Edited by Paul F. Lazarsfeld and Frank N. Stanton. New York, Harper and Brothers, 1949. xviii, 332p. $4.50.

Inasmuch as the editors of this third volume of a series begun in 1941 under the title of *Radio Research* have found it desirable to use a more general term for the title of the first postwar volume, it should be interesting and instructive to make at

least a casual comparison between this volume and the two which preceded it. The editors' justification for the change in title is made in these words from the preface: "The techniques which are used to study the attitudes of readers are similar to those by which radio listeners are investigated. We understand the audience structure of one medium better if we use for comparison data available on all the others. It was, therefore, finally decided that now that the publication of the series is resumed they would use the more general title 'Communications Research'."

An examination of the first volume[1] reveals a content of six studies, of which five are specifically concerned with radio; four of these are concerned entirely with radio. The fifth, entitled "Radio and the Press Among Young People," is concerned with the competition of radio with another medium in the purveyance of news to young people. A sixth study, entitled "The Popular Music Industry," touches on radio as one of the media through which a song comes popular. It seems clear that this first volume of *Radio Research* was indeed concerned entirely with radio.

The second volume[2] contains a total of 17 studies, of which 14 are concerned entirely and exclusively with radio. Two others examined research techniques which are applicable to radio and other media, and were not specifically related to radio. A third entitled "Biographies in Popular Magazines" is a study of another medium entirely and is not related to radio at all. Fourteen out of 17 is a high proportion and the title *Radio Research* is clearly justified.

Looking now to the volume at hand, we find that it contains eight studies, of which only three are concerned specifically with radio. Three others are studies of other media; namely, comic magazines, newspapers, and general magazines. The two remaining studies are concerned with analyses of research techniques, which are related no more to radio than to any other medium. The contents of this new volume seem to amply justify the use of the broader title of *Communications Research.*

[1] Lazarsfeld, Paul F., and Stanton, Frank N. *Radio Research, 1941.* New York. Duell, Sloan and Pearce, 1941.

[2] Lazarsfeld, Paul F., and Stanton, Frank N. *Radio Research, 1942-43.* New York, Duell, Sloan and Pearce, 1944.

Since more than a third of the book's 332 pages is concerned with the medium of radio, it is well to consider these studies first. Probably the most important is called "An Analysis of Radio Programming" by Kenneth Baker, who describes in considerable detail the program pattern obtaining on a stratified random sample of 85 members of the National Association of Broadcasters during the third week in November 1946. Many detailed tables are ultimately summarized in the following fashion: Very nearly half of all radio programs are musical in character. More than half of this musical time is devoted to popular music. Dramatic programs occupy second place in the field of programming, while third place goes to news and news commentary. The 85 stations were found to be heavily dependent upon network programs. It was found that about one-third of radio time is not sponsored and that about 14 per cent of the total time on the air is devoted to commercial announcements. These facts and information are presented for what they may be worth to the industry as a base upon which to measure such changes in programming as may occur in future years. The study makes no judgment as to whether this particular pattern of programming is good, bad or indifferent.

The second study concerned with radio, entitled "Research for Action" was conducted by the senior editor and Helen Dinerman, who are here concerned entirely with the weekday morning radio audience; or, more accurately, with a potential morning audience which for one reason or another does not bother listening to the radio. The research was directed to the general objective of providing a program of action for broadcasters to bring these recalcitrants into the fold. That this should be considered a worth-while objective is reflected in the fact that 37 per cent of a sample of 2650 women insisted that they never listen to the radio on weekday mornings.

Major attention was given to this group of nonlisteners, resulting in the discovery that they fall into four fairly clearly definable types. Eighteen per cent are nonlisteners because their morning activities take them to parts of the house where they cannot hear the radio. The authors are not sure what to do about this group, but suggest that it

might be possible for local radio stations to offer the services of a household engineer to advise these nonlisteners on the best location for their radio.

Another group, amounting to 58 per cent of the nonlisteners, was found to have a one-track mind. That is, they claim they are unable to listen to the radio and do their work simultaneously. Being somewhat conscientious, they chose to do their work. The suggested solution is better programming which will cause these listeners to neglect their work.

A third group, amounting to 12 per cent of the nonlisteners, is referred to as a "radio resisters group." These people apparently do not like radio at all and the authors of this study write them off as impossible to reach. The fourth group is referred to as the "program resisters group," which accounts for another 12 per cent of nonlisteners. This small group of women do not listen to the radio in the morning because they do not like the programming and do not mind saying so.

Rather than being entitled "Research for Action," this particular study would better have been called "Research with a Purpose." The authors are concerned not so much with studying a situation or with discovering a new pattern of activity, as they are with seeking ways and means of attracting more people to their loudspeakers. This is, we suppose, a good enough objective for a research department of a radio network, but must be looked at somewhat askance as an objective of a university research bureau.

The third study concerned with radio, written by Alex Inkeles, is entitled "Domestic Broadcasting in the U.S.S.R." and describes the history of Russian radio from its beginning to comparatively recent times. It is essentially a synthesis of the author's experience with domestic Russian radio and material variously available in print. Detailed and complete, it covers such aspects of radio as administration, the broadcasting network, radio reception, programming and program policy, the radio audience, and concludes with the place of radio in the Soviet system. Careful reading of this well-integrated synthesis will do much toward developing an understanding of the way in which an authoritarian state can bend a medium of communication to the furtherance of state policy.

In a study entitled "The Children Talk about Comics," Katherine M. Wolf and Marjorie Fisk go beyond the sound and the fury which educators and parents have been raising about the effects of comic book reading, to ask the children what they think of the comic books they find in their society and to which they are so easily and constantly exposed. The study is based on hour-long interviews with a carefully stratified sample of 104 children between the ages of seven and 17, more than half of whom were either 11 or 12 years old. The study is remarkably free of tables and charts and draws a good deal of its interest and significance from quotations from the children's comments about comics in general, about their parents' attitudes toward them, and about specific comic book titles. It seems clear from the study that children go through a fairly regular pattern of comic book reading which affects some more than others, but is fairly common to all. The authors conclude that comics satisfy a real developmental need in normal children and are harmful only for children who are already maladjusted and susceptible to harm.

It is an ill wind that does not blow some good, and the paralyzing strike of newspaper distributors against eight major New York newspapers for 17 days in June 1945, served as a golden opportunity for Bernard Berelson to find out whether missing the newspaper made any difference to the people of New York. His results are interesting and significant to those concerned with the sociology of reading.

Most people he asked were very sure that it is important that people read newspapers every day, but very few of them were able to indicate specific news of importance they had been reading before the strike, which they were then missing. Our society seems to have developed an aura of respectability about reading to the extent that people without their newspaper, and thus having nothing to read, had a sense of wasting their time. People feel that it is somehow immoral to waste time, and that time is not wasted if one is reading, because reading per se, is worthwhile. In Berelson's words, it may be said that "the act of reading itself provides certain basic satisfaction, without primary re-

gard for the content of the reading matter." In addition to the usual reasons for reading a newspaper, which may be listed, (1) for information, (2) as a tool for daily living, (3) for respite, and (4) for social prestige, Berelson found that many readers use the newspaper as a source of security. One man, for example, reported that he felt uneasy "because I don't know what I am missing—and when I don't know I worry." A newspaper, in short, "is missed because it serves as a source of security in a disturbing world," and, "because the reading of the newspaper has become a ceremonial or ritualistic or near-compulsive act for many people."

The third study of media other than radio is concerned with the popular magazines and the extent to which their readers overlap one another. The study, written by Babette Kass, is based on the 5344 women in Iowa who were interviewed in connection with a study of the Iowa radio audience. The study considers directly the 17 magazines which at least 200 women indicated they read regularly. Since it is generally assumed to be true that a man is known by the reading he does, so is a woman known by the magazine she reads. In order for such a generalization to have meaning for social research, however, it is necessary to develop an index of the cultural value of periodicals so that we can know precisely what it does mean when it is discovered that a given individual or group regularly reads the *American Magazine* or the *American Mercury*. This study provides an approach to such a cultural index for the magazines under examination.

The two studies devoted to research techniques are too detailed and too technical in nature to warrant full description here. The first of these, by Patricia L. Kendall and Katherine M. Wolf, entitled "The Analysis of Deviant Cases in Communications Research," is a description of an apparently successful attempt to make hay of the deviant cases in a research study which are usually a source of embarrassment to the researcher. The authors find that special analysis of deviant cases serves two basic research functions: "(1) to discover additional relevant factors, and (2) to refine the measurement of factors already considered."

The other study of research technique is by Robert K. Merton and is entitled "Patterns of Influence: A Study of Interpersonal Influence and of Communications Behavior in a Local Community." In the words of the author, the aim of this pilot study was fourfold: "(1) to identify types of people regarded as variously 'influential' by their fellows; (2) to relate patterns of communications behavior to their roles as influential persons; (3) to gain clues to the chief avenues through which they came to acquire influence; and (4) to set out hypotheses for more systematic study of the workings of interpersonal influence in the local community." The author considers this to be an exploratory study focused upon the sociology of mass communication in relation to interpersonal influence. It is based primarily on interviews of 86 men and women from diverse social and economic strata in a town of 11,000 on the eastern seaboard. Thus it is more a succession of case studies than a statistical analysis. Still, it serves very well the purpose of pointing out the painstaking care and diligence necessary to a study of interpersonal relations. And it goes a long way toward providing evidence in support of the author's fourfold aim.

Although it is certainly true that this first postwar volume of *Communications Research* has given attention to several media other than radio, radio has received three times as much attention as any one other medium. And several media have received no attention in this volume at all. There is nothing, for example, on the motion picture as a medium of communication. There is nothing on the use of books in libraries or elsewhere. It is true, of course, that these latter media are not dependent on advertising in the same manner as is the radio, the newspaper and the magazine. We hope, however, that it is not too much to expect *Communications Research* in future volumes to concern itself with all fields of communication, whether or not it is possible to find some interested party to support the necessary research basic to an understanding of the role of each medium of communication in modern society.—*LeRoy Charles Merritt, School of Librarianship, University of California.*

Machines that Think

Giant Brains; or, Machines that Think. By Edmund Callis Berkeley. New York, John Wiley & Sons [c1949], xvi, 270p. $4.00.

"The libraries are full of books: most of them we can never hope to read in our lifetime. . . . There is a big gap between somebody's knowing something and employment of that knowledge by you or me when we need it." Thus Mr. Berkeley describes one of the problems which our "giant brains" must solve. This account of the development of complex calculating machines is presented in as readable a style as could be devised, considering the difficulty of the subject. Mr. Berkeley has not been completely successful in writing an account to be read, as he intended, by everyone, but he has succeeded in presenting the mechanical brains in a fashion simple enough to be understood by the careful reader with a fair amount of mathematical knowledge. Mr. Berkeley's schematic and verbal descriptions of "Simon," a simple mechanical brain, serve to give the average reader sufficient confidence to go on to the explanations of the calculators at M.I.T., Harvard, and elsewhere. However, those explanations are necessarily too involved for the layman.

Although it may be disheartening in some respects, one of the proposed applications of mechanical brains must be considered by the librarian:

"We can foresee the development of machinery that will make it possible to consult information in a library automatically. Suppose that you go into the library of the future and wish to look up ways for making biscuits. You will be able to dial into the catalogue machine 'making biscuits.' There will be a flutter of movie film in the machine. Soon it will stop, and, in front of you on the screen, will be projected the part of the catalogue which shows the names of three or four books containing recipes for biscuits. If you are satisfied, you will press a button; a copy of what you saw will be made for you and come out of the machine.

"After further development, all the pages of all books will be available by machine. Then, when you press the right button, you will be able to get from the machine a copy of the exact recipe for biscuits you choose.

"We are not yet at the end of foreseeable development. There will be a third stage. You will then have in your home an automatic cooking machine operated by program tapes. You will stock it with various supplies, and it will put together and cook whatever dishes you desire. Then, what you will need from the library will be a program or routine on magnetic tape to control your automatic cook. And the library, instead of producing a pictorial copy of the recipe for you to read and apply, will produce a routine on magnetic tape for controlling your cooking machine. . . ." (pp. 181-82)

While this conception of the library may at first seem to lead toward technological unemployment (a topic considered in Chapter 12—"Social Control"), the relief from routines resulting could give the librarian time for research and reflection on the major problems confronting him. Any librarian interested in mechanizing repetitive tasks should read at least Chapter 4 ("Counting Holes: Punch-Card Calculating Machines") and review the bibliography on punch-card machines on pages 232-39.—*Ralph Blasingame, Jr., School of Library Service, Columbia University.*

Photography and Librarians

The History of Photography from 1839 to the Present Day. By Beaumont Newhall. New York, the Museum of Modern Art, 1949.

Die Geschichte der Kleinbildkamera (The History of the Miniature Camera). By Erich Stenger. Wetzlar, Ernst Leitz, 1949.

There are several excellent reasons why the librarian, individually and collectively, should want to concern himself with the history of photography.

1. In his use of the microfilm and the photostat he is not only benefiting from certain specific forms of photography, but he is also developing them and making a contribution of far-reaching importance. The librarian's employment of photographic methods as time-saving devices, as instruments

to record, multiply and organize knowledge, as a research tool and, last but not least, as an instrument of bibliographical analysis, constitutes a distinct and original development of the camera.

2. The use of photographs on the printed page has caused the origin of a new species of books. The historian of the future will find in the hundreds and thousands of books using photographs and very often built around them, a new kind of record. The preservation of this extremely important body of pictorial information, whether the librarian is aware of this or not, is one of the many new functions which society may very well expect him to fulfil. These are similar obligations to those which he has already accepted in his caring for the phonograph record, and, in certain instances, the motion picture film and other new forms of records.

3. Through a bewildering variety of photomechanical reproduction processes the camera has not only added new kinds of books to the existing types, but has extended and amplified the use of older, nonphotographic pictures as a vital body of pictorial documentation in the current stream of book production. In other words, the camera has assumed a position of unforeseen, and not totally recognized importance in the transmission of our cultural heritage through the printed page. An understanding of the nature of this role, I believe, will be extremely useful to the librarian of the not too distant future.

Anyone familiar with the perplexities of pictorial reference work will agree with me on this point, I am sure. A high percentage in any group of professional librarians would be able to investigate with the necessary intelligence and skill the authenticity of a given statement or quotation in a book. From 75 to 90 per cent would know how to go about such a task. But if you were to ask that same group a question about the authenticity of a given pictorial statement of fact, for instance, a portrait or an historical event or a manufacturing process, the percentage of persons capable of even starting out intelligently to answer such a question would be very low, perhaps 3 or 5 per cent. The reason for this is, of course, that until relatively recently words have played a very much more important role than pictures.

But that is no longer true today. It would be easy to prove statistically, or in many other ways, that pictures play a larger role in our lives and in our books and other printed matter, than they ever did before. This is primarily due to the invention of photography.

It is only a question of time, in my opinion, until these facts will be clearly and generally recognized and taken into consideration by those concerned with the professional accomplishments and skills of the well-educated librarian in the research library.

The history of photography has been cultivated, both here and abroad, by a limited number of specialists and some attempts at popularization of the theme have been made. Beaumont Newhall's new *History of Photography* is a particularly intelligent and useful as well as attractive statement. The book is based on two earlier studies by the author, one a catalog of an exhibition held at the Museum of Modern Art in 1937, the other a second, revised edition in 1938. Since that time the author has not only added to his practical experience in the field of photography (he held an important wartime position as photographic expert with the armed services), he has also been fortunate enough to enjoy a Guggenheim Fellowship as a means of pursuing advanced research here and abroad and in contact with experts all over the world.

The method which he pursues, and his organization of material are particularly suitable for a book which a research librarian might wish to study for general orientation and in order to find specific answers to various questions. The technical evolution of photography, though fully explored and documented here, is not the only point of view. The gradual unfolding of the new invention, the assuming of distinct aesthetic and documentary functions, the clarification of what and what not to expect from the photographic image, these matters have been handled both competently and imaginatively. Chapter 10, dealing with "the value of photographs as authentic, persuasive documents" and Chapter 13, on the adaptation of photography to the printed page, will be found of particular interest, I should think, to the man and woman working professionally with books in a research library.

Moreover, the book is in a general way a

fascinating record of the last 100 years as seen through the lens of the photographer. Not only the results, but also the intention behind the pictures are of great significance.

Of more specialized appeal is a volume recently issued by the Leica Works, the firm of Ernst Leitz in Wetzlar, to celebrate the one-hundredth anniversary of the firm. Erich Stenger, formerly professor of scientific photography at the Berlin Technische Hochschule, and one of the leading historians of photography—and there are not many in existence—is the author. He has presented a fascinating and picturesque account, well illustrated, of the various attempts to create a miniature camera. I do not know if the book will be commercially available. But information about this can undoubtedly be obtained by writing to the Ernst Leitz Works in Wetzlar.—*Hellmut Lehmann-Haupt, School of Library Service, Columbia University.*

The Analysis of Library Problems: Three Surveys

Report of a Survey of the Library of Stanford University for Stanford University, November 1946—March 1947. By Louis R. Wilson and Raynard C. Swank. (On behalf of the American Library Association.) Chicago. American Library Association, 1947. 222p. $2.50. (Mimeographed)

Report of a Survey of the Libraries of the Alabama Polytechnic Institute, November 1948—March 1949. By Louis R. Wilson and Robert W. Orr. Auburn, Alabama Polytechnic Institute, 1949. 215p.

Report of a Survey of the Library of the University of New Hampshire, January—February, 1949. By Stephen A. McCarthy. [Ithaca, N.Y., 1949] 77p. (Hectographed)

Of surveys there appears to be no end. The three surveys listed above represent new additions to our survey literature, and extend the amount of detailed information that we have about three libraries: Stanford, Alabama Polytechnic Institute, and New Hampshire.

The Stanford survey was released by the American Library Association and Stanford University last year, although the report was made in 1947. Accompanying the report is a mimeographed letter to the Executive Secretary of the American Library Association from Dean Clarence H. Faust, chairman of the Stanford Library Committee. The letter is significant because it indicates that some of the deficiencies that Drs. Wilson and Swank single out in the Stanford survey have already been corrected. "A job analysis has been conducted, a position classification has been developed, and reasonably adequate salary scales have been adopted. A number of new positions have been created, including an assistant directorship. Staff participation in library planning and administration has been encouraged with excellent results," writes Dean Faust.

Moreover, book funds have been increased, departmental allocations adjusted, relations between faculty and library more firmly established, acquisitional and accounting methods improved, cataloging speeded up, and serials procedures simplified.

For the most part, the Stanford survey follows the pattern of approach to library problems that has been so well established by Dean Wilson. All aspects of the Stanford Library are carefully considered, and specific recommendations made for improvement. The report is distinguished by its frankness and directness. Since Dr. Swank is now director of the Stanford libraries, he has the unusual responsibility of putting into effect the program designed by Dean Wilson and himself.

The contributions of Dean Wilson to American librarianship since his retirement as dean of the Graduate Library School of the University of Chicago have been so significant that one cannot help but take note of them. Surveyor of Stanford, Denver, Cornell, South Carolina and Alabama Polytechnic Institute, among others, he has written books, papers and reviews which have shown his keen insight into the problems of academic librarianship. As editor of the University of North Carolina Sesquicentennial Publications, a series of 18 volumes, he engineered a project of great magnitude. Those librarians who have had a chance to work with him on surveys also know of the contribution

that he has made in developing their ability to analyze library problems.

In the survey of the libraries of the Alabama Polytechnic Institute, Dean Wilson and Mr. Orr provide a workable blueprint of library action for the future. The surveyors display a keen grasp of the numerous and varied problems of an expanding land-grant institution and suggest constructive solutions which should be understandable to the administration and library staff of A.P.I. The survey is also notable for its inclusion of up-to-date developments in library practice as applied to the A.P.I. situation. There appears to be no question that many of the land-grant college libraries have not fared too well in support, collections, buildings, personnel and organization. A number of the findings of Dean Wilson and Mr. Orr are similar to those gathered at the Virginia Polytechnic Institute libraries, which were surveyed recently by William H. Jesse and your reviewer.[1] The Wilson-Orr report should aid considerably in the understanding of land-grant college library problems. The aimlessness in some land-grant college library programs should not be allowed to continue.

It is perhaps worth noting that the A.P.I. survey is attractively printed, in addition to being well organized and well written. It can be used to advantage by librarians of other institutions, especially land-grant colleges, who are concerned with their library programs.

The New Hampshire survey by Dr. McCarthy considers detailed problems of government and administration, services, collections, personnel, budget and budget procedure, and building. Dr. McCarthy demonstrates that he has a clear recognition of the library problems at New Hampshire, and his recommendations for improving the services are moderate and thoughtful. One of the best statements this reviewer has seen on "The Place of the Library in the University" appears in Section IX. Although Dr. McCarthy does not employ the method of statistical comparison with other institutions, he uses standards wherever necessary in order to provide a basis for recommendations. The report should prove helpful to the New Hampshire administration in its solution of its library problems.—*Maurice F. Tauber, Columbia University.*

L.C. Subject Headings

Subject Headings Used in the Dictionary Catalogs of the Library of Congress. 5th ed. Edited by Nella Jane Martin. Washington, U.S. Government Printing Office, 1948, viii, 1204p. $6.50.

A completely new format which should enhance its efficiency and usefulness distinguishes the fifth edition of the Library of Congress subject list for which librarians have been waiting since mid-1947. Through the use of double columns on a larger page, suitable abbreviations, and a smaller, though easily legible type face, the subject heading list has been confined to a single volume. Although the resulting book is bulky, its eight pounds only exceeds the weight of the first volume of the fourth edition by one, and this edition is far more convenient to use.

By using boldface for main headings and lightface roman type for references and subdivisions (the latter formerly distinguished by italics) and by grouping all references to and from a heading under its single listing, the editor has contributed substantially to a saving in the user's time. The form to which librarians became accustomed in the H. W. Wilson supplements to the fourth edition has now been adopted with but little change for the main work. Similarly, by incorporating the rules for geographic subdivision in the preface, and by continuing to show specifications as to type of subdivision following each heading, the need for one auxiliary list (*Subject Headings with Local Subdivisions.* 5th ed. 1935) has now been erased for all but the occasional user. The resulting product is indeed an impressive example of a well-designed and efficiently arranged library tool. Particularly noteworthy is its freedom from error, both in content and typography. A few

[1] Tauber, Maurice F. and Jesse, William H. *Report of a Survey of the Libraries of the Virginia Polytechnic Institute, for the Virginia Polytechnic Institute, January-May, 1949.* Blacksburg, Virginia Polytechnic Institute, 1949. 120p.

errors have crept in, to be sure, but remarkably few for a work so difficult to compile and to edit. And these errors, it should be noted, are being corrected in the supplements as soon as they are noted.

No major changes have been made in the content of the list itself, except, of course, for the sizable increase in new headings which have been introduced since the publication of the fourth edition. This expansion is particularly noticeable in headings relating to music and to the late war and reconstruction. Essentially the same headings are excluded as in previous editions. No attempt is made here to evaluate the adequacy or inadequacy of the headings themselves, for these are relative terms for each library, depending upon its collections and its clientele. It is apparent both from the fifth edition itself and the supplements which have been issued to it that constant effort is being directed toward modernizing terminology and revising all subject headings in the light of a changing world and the books it produces.

There are, of course, minor defects. In all copies thus far seen by this reviewer, it is evident that the binding is not sturdy enough for a book so bulky and subject to such intensive use as this one. It is regrettable that the binding could not have achieved the same standard of excellence as the list itself and the paper on which it is printed. Apparently the editors have not hesitated on occasion to make changes in subject entries as listed in the fifth edition without having noted them in one of the supplements. Fortunately, these changes have been minor in nature and not too numerous, but their introduction without warning imposes a greater burden on those catalogers who attempt conformity to Library of Congress usage in the interest of economy. One wonders too why the editor did not consider incorporating the list of subdivisions (*Subject Subdivisions.* 6th ed. 1924) now somewhat out of date in a 1936 reprint either into the basic list where appropriate annotations could distinguish subdivision forms, or at least in a supplementary section in the same volume.

But these are relatively minor matters. The fifth edition of this standard subject heading list marks an important step in its evolution. Of all the editions to date, this is the best designed for efficient use. Librarians everywhere owe a debt of gratitude to the editor and her staff whose patience and care have produced so excellent a product and to the Library of Congress which once again has evidenced its intent of providing maximum assistance at minimum cost to libraries the nation over.—*Carlyle J. Frarey, College of the City of New York Library.*

Philosophy of Literature

Philosophy of Literature. By Gustav E. Mueller. New York, Philosophical Library, [1948], 226p. $3.50.

The Philosophical Library has done a useful service in making available a goodly number of summarizing or surveying volumes. It has also tended to publish under similar titles volumes that are in fact eccentric or specialized pleas, so that its imprint does not certify the book to be of one scholarly class, and its titles may be misleading. The present book by Professor Mueller is of the second class. Its simple title, *Philosophy of Literature,* lacking even a definite article, suggests a sober and inclusive general position. Instead, we have a relativistic attempt to demonstrate a cyclical, sociological development of the creative imagination. "The chosen poets from Homer to Dostoewsky are beacons illuminating the rhythmic 'up' and 'down' of the Western civilization during the last three thousand years." It is difficult to believe that such a theory can define the true greatness of these poets, however useful the sociological study of the cultural background of literature may sometimes prove.

Such a book may well serve some purpose in the world of specialized philosophers. But although its title would seem to recommend it to the undergraduate's general shelf, I fear it will have little usefulness there. Much of the writing seems to be addressed to undergraduates (elementary explanations without footnotes of the facts of Dante's life, elementary definitions of words like "plot" and "content," and oversimplified assertions that "the Renaissance is a transition and a compromise between a religious and a secular

age"); but most undergraduates will be either repelled or confused by the uneven emphases of this book.

This is not to say that Professor Mueller makes no useful comments on his chosen authors. Many a paragraph represents an interesting and stimulating point of view. But too many of them seem to me to be obvious truisms, cloudy generalizations, or forced and untenable interpretations or assertions. "Troy everlastingly stands for endangered homelands. Homer's poetic humanity bestows equal sympathy on friends and foes." (p. 8); "The Renaissance throws itself with a mystic ecstasy to the bosom of nature." (p. 125); "The concept of tragedy is an unpleasant aesthetic concept, because it defies explanation." (p. 116). These are average samples of the three types.

Furthermore, the treatment is too slight and eccentric to satisfy the student of any one of these authors. The sixth chapter, on Hamlet, Erasmus, Montaigne, and Rabelais as illustrations of the Renaissance, allots three brief pages to a perfunctory summary of two conventional attitudes toward Hamlet; four pages to the author's hurried exposition of his own belief that the play includes Hamlet's normative tendency to purify or correct "together with the obstreperous and obstructive blindness of irrational nature"; and two paragraphs to the other three authors.

The style is somewhat awkward at times, possibly from the translation of phrases first conceived in German. The volume, though attractive, is carelessly printed, or proofed, so that there are too many annoying small errors. *—Allen T. Hazen, School of Library Service, Columbia University.*

Fore-Edge Paintings

A Thousand and One Fore-Edge Paintings, with Notes on the Artists, Bookbinders, Publishers and other Men and Women Connected with the History of a Curious Art. By Carl J. Weber. Waterville, Colby College Press, 1949. (Colby College monograph no. 16). xvi, 194p. $7.50.

Here is the first book to be published on fore-edge paintings, although the "curious art" itself is not new. Born in the seventeenth century, it grew strong in the eighteenth, reached its height early in the nineteenth and lingers on, mainly as a hobby, even today. An English invention, and practiced most extensively and successfully in England, one wonders why the book-minded British have neglected to tell the world about such a fascinating aspect of bookmaking. We can be grateful to Professor Weber for filling this gap with a delightful account that is a pleasing mixture of about three parts literary lore with one part book history, thus reflecting his dual position—professor of English literature and curator of rare books and manuscripts in Colby College.

Professor Weber's study is based on examination of hundreds of volumes whose edges bear paintings. His curiosity was aroused by the few examples of the art in the Colby College Library, and by the dearth of literature on the subject. He found the largest single collection of all in the volumes assembled by Mrs. Edward L. Doheny in the Doheny Memorial Library at St. John's Seminary in California. The "Thousand and One" of the book's title refers to the number of fore-edge paintings listed in an appendix. These are located in more than 50 collections, public and private.

The author, in explaining his subject, says that many people do not know what fore-edge paintings are, even those "who have known and handled books all their lives." Fore-edge paintings are paintings on the fore-edge of a book. If the paintings are executed on the panel which the closed book offers, then we are dealing with a practice which goes back to at least as early as the tenth century, when edges were decorated with designs stamped into the gilt with a hot tool. But it is not this obvious kind of fore-edge decoration with which this book is concerned. Far more provocative is the result obtained by opening the book, fanning the leaves, painting a design on this larger surface and then gilding over the paintings. When the book is closed the painting disappears and the edges appear merely gilt. No wonder this is called a "mysterious art." Occasionally an ambitious artist, after painting the edges when the leaves were fanned from the front, would fan the leaves the opposite way and execute

another painting on that surface. These are known as double fore-edge paintings.

Edge paintings were invented and executed in binders' workshops. Professor Weber takes us from the establishment of Samuel Mearne, royal binder to Charles II from 1660-1683, to the Lakeside Press in Chicago, where Alfred de Santy, supervisor of the handwork in its bindery from 1923-1935, executed fore-edge paintings. The author lingers longest with the achievements of the Edwards family, beginning with William Edwards of Halifax, fine binder, who revived the art of fore-edge painting about the year 1750. Under him and his sons the art was practiced with such skill and taste that the name of Edwards shines out above all others in the history of this charming kind of book decoration.

The height of production was reached in the first quarter of the nineteenth century, a time when American men of letters were sailing to Europe and returning with books. From the first the curious art appealed to the American bibliophile and this was reflected almost immediately in the scenes of the fore-edge paintings. The picturesque spots of England were often replaced by views of Boston, or Philadelphia, or New York—the home cities of the moneyed Americans who were able to satisfy their taste for these expensive bibelots. Soon the art of fore-edge painting began to be practiced on this side of the Atlantic. With knowledge of the process came what is probably the first statement in print of this mysterious art in James B. Nicholson's *Manual of the Art of Bookbinding* issued in Philadelphia in 1856. British paintings remained more popular, however, so that American contributions to the art are slight. But American collectors have been such enthusiastic patrons that Professor Weber says that no student of fore-edge painting needs to cross the ocean.

A valuable feature of this book is the way the author relates its topic to other aspects of book and literary history. The subject takes its place in a rounded account of literary and book taste and trends, rather than as an art which exists in a vacuum. There are, however, a few errors that need to be corrected. It is an exaggeration to say that manuscript books of the Middle Ages were "usually large and heavy." Books of convenient and portable size were necessary for private use then as now, and a fair part of the shelves of manuscript divisions of our libraries are filled with normal size books. The mass productions of Bibles in the thirteenth century has left behind quantities of tiny volumes far smaller than the average printed book of today. Even more numerous, especially in American collections, are the small *Books of Hours*. Since Professor Weber is so interested in the Edwards purchase of the *Bedford Missal* his description of it should have included the information that the famous manuscript is incorrectly titled "Missal" as it is a *Book of Hours*. King Henry VII (1485-1509) was not the "first English monarch to form a library." Edward IV (1461-1483) is the man to whom the British Museum gives the credit of being the king "who first acquired for himself a library that could be called a national institution." English kings of several centuries earlier certainly had collections of books, as royal records show.

You will enjoy rambling through the pages of Professor Weber's book whether you are being regaled with facts or presented with clues and asked to try your skill at deduction, or whether you are chuckling at his witty "asides." If you dabble with water colors his chapter on "Technique" may inspire you to follow his directions and decorate your own volumes. Even before you have finished the book no doubt you will hasten to the shelves of your library to see whether you *might* have overlooked a fore-edge painting on a Baskerville *Virgil* or *Terence* or a Bodoni *Castle of Otranto,* which the Edwards firm published as well as bound. Perhaps your best chance would be to try the eighteenth-nineteenth century editions of Scott whose volumes of verse were chosen more often for edge decoration than those of any other poet. But Cowper, Milton, and James Thomson's *Seasons* were popular also. The chances are that you will return without a fore-edge painting to fan and admire, but you can satisfy yourself with the excellent plates, two in color, which liberally illustrate this book. Skillfully presented and admirably printed by the Anthoensen Press this is a book written by and printed for a real booklover.—*Bertha M. Frick, School of Library Service, Columbia Univesity.*

Nominees for A.C.R.L. Officers 1950-51

The list of nominees for A.C.R.L. officers published in the January issue of *College and Research Libraries* is increased by four names, since the final membership count (as of Dec. 31, 1949) gives the association two more representatives on the Council of the American Library Association.

The two women listed below were selected by the Nominating Committee acting on information from a preliminary count. Since the final information was received just before Midwinter Meeting, the two men listed below were nominated by a petition signed by 10 members.

Donald Coney, librarian, University of California, Berkeley

Frances G. Hepinstall, librarian, New York State College for Teachers, Buffalo

Frances L. Meals, librarian, Colby Junior College, New London, N.H.

Louis S. Shores, dean, School of Library Training and Service, Florida State University, Tallahassee

Biographical Notes

Vice President (President-Elect)

ELLSWORTH, RALPH E., director of libraries and professor of librarianship, State University of Iowa, 1943-date. A. B., Oberlin, 1929; B.S. in L.S., Western Reserve, 1931; Ph.D., Chicago, 1937; librarian, Adams State Teachers College, Alamosa, Colo., 1931-34; director of libraries, University of Colorado, 1937-43; president, Colorado Library Association, 1934 and 1935; member: A.L.A. Executive Board, A.L.A. Committee on Intellectual Freedom, A.L.A. Committee on Audio-Visual Aids to Learning, Iowa Library Association, Association of Research Libraries (chairman, Subcommittee on Indexing and Abstracting), Board of Directors and Executive Committee of the Midwest Inter-Library Center, and one of a committee of three to plan the center's new building; chairman, Cooperative Committee on Library Building Planning; member: American Association of University Professors; contributor to library and educational periodicals. Dr. Ellsworth is a member of the University Libraries Section of A.C.R.L.

WILSON, EUGENE H., director of libraries and professor of library science, University of Colorado, 1943-date. B.A., Arkansas State Teachers' College, 1930; B.S. in L.S., University of Illinois, 1932; M.A. in L.S., 1933; Ph.D., 1937; cataloger, University of Illinois Library, 1933-37; librarian, Ohio Wesleyan University, 1937-38; assistant librarian, Iowa State College, 1938-42; chief, Division of Technical Processes, U.S. Department of Agriculture Library, 1943; instructor, Columbia University School of Library Service, summer 1946; director, University of Colorado Summer Session, 1947-48; member: Colorado Library Association (president, 1946), A.L.A. Council, 1947-51; past member of various A.L.A. committees; chairman, Agricultural Libraries Section of A.C.R.L., 1941-42; director, A.C.R.L., 1946-49; chairman, Policy Committee of A.C.R.L., 1947-date; member: A.C.R.L. Committee on Budget, Compensation and Schemes of Service, 1939-date; A.C.R.L. Committee to Study Library Standards for Professional Schools, 1948-date; past member of various other A.R.C.L. committees; member: Bibliographical Society of America, American Association of University Professors, Rotary; contributor to professional journals; editor: *Colorado Library Association Bulletin, 1944-46, Proceedings of First Mountain Plains Library Conference*, 1948. Dr. Wilson is a member of the University Libraries Section of A.C.R.L. and was its chairman, 1945-46.

Director at Large

LYLE, GUY R., director of libraries, Louisiana State University, 1944-date. B.A., University of Alberta, 1927; B.S. in L.S., Columbia, 1929; M.S. 1932; supervisor of stacks and assistant in the main reading room, New York Public Library, 1927-29; librarian and instructor in library science, Antioch College, 1929-35; instructor, Library School, University of Illinois, 1935-36; librarian, Woman's College, University of North Carolina, 1936-44; visiting professor during summers, Library Schools of Louisiana, North Carolina, Columbia, and Illinois; chairman, A.L.A. College Library Advisory Board, 1938-40; chairman, A.C.R.L. Publications Committee, 1941-43; president, North Carolina Library Association, 1941-42; chairman, Committee on Library Statistics, Association of Research Libraries, 1948-date; member: College and Reference Section, Louisiana Library Association (chairman, 1948-49), American Association of University Professors; author: *College Library Publicity* (Boston, Faxon, 1935); joint compiler with Louis R. Wilson, Ralph Dunbar and Harvie Branscomb of *Report of a Survey of the University of Georgia Library* (1938); joint compiler with Louis R. Wilson and A. F. Kuhlman of *Report of a Survey of the University of Florida Library* (1940); co-author with Virginia Trumper of *Classified List of Periodicals for the College Library* (3rd edition, Boston, Faxon, 1948); author: *Administration of the College Library* (with Paul Bixler, Marjorie Hood, and Arnold Trotier, 3rd edition, New York, Wilson, 1949); contributor to professional periodicals. Mr. Lyle is chairman of the University Libraries Section of A.C.R.L., 1949-50.

SMITH, G. DONALD, librarian, State College of Washington, Pullman, 1946-date. A.B., Colby, 1932; B.S., Columbia, 1933; M.A., Chicago, 1942; Ph.D., 1946; assistant librarian, Colby College, 1933-36; librarian, Mary Washington College, 1939-40; librarian, Herzl Junior College, Chicago, 1941-42; assistant to the director of libraries, University of Chicago, 1942-44; director of libraries, University of Vermont, 1944-46; member: Pacific Northwest Library Association, Washington Library Association, American Association of University Professors, Bibliographical Society of America. Dr. Smith is a member of the University Libraries Section of A.C.R.L.

Representatives on A.L.A. Council

ADAMS, SCOTT, assistant to the director, Army Med-

ical Library, Washington, 1949-date. A.B., Yale, 1930; B.S., Columbia, 1940; teaching (1930-31) and business (Library Book House and H. R. Huntting Co., 1932-39); supervising librarian, Acquisition Department, Teachers College, Columbia University, 1940-42; librarian, Order-Cataloging Department, Public Library, Providence, R.I., 1942-45; chief, Acquisition Division, Army Medical Library, 1945-46; acting librarian, 1946-49; member: District of Columbia Library Association (president, 1948-49); Bibliographical Society of America; author: *The O. P. Market* (New York, Bowker, 1943; contributor to library and book trade periodicals. Mr. Adams is a member of the Reference Librarians Section of A.C.R.L.

BARTON, MARY N., head, General Reference Department, Enoch Pratt Free Library, Baltimore, 1938-date. B.A., Agnes Scott, 1922; B.S., Columbia, 1927; M.S., 1945; assistant, Library of the University of the South, 1924-25; reference assistant, Enoch Pratt, 1927-29; first assistant, Reference Department, 1929-37; instructor in reference and bibliography, Drexel, 1937; Columbia, summers 1943, 1946; member: Maryland Library Association (chairman, Planning Committee. 1948-49; chairman, Program Committee, 1946; chairman, Nominating Committee, 1937), A.L.A. Bibliography Committee, 1946-48, A.L.A. Subscription Books Bulletin Committee, 1937-38, A.L.A. Committee on Awards, 1947-48, American Association of University Women, Bibliographical Society of America; author: "Administrative Problems in Reference Work" (*The Reference Function of the Library,* ed. by Pierce Butler. University of Chicago Press, 1943), *Reference Books: a Brief Guide for Students and Other Users of the Library* (Baltimore, Enoch Pratt Free Library, 1947), "The General Reference Department: Its Function . . ." (In *Library Journal,* April 1, 1939). Miss Barton was chairman of the Reference Librarians Section of A.C.R.L., 1942-43, chairman of the Nominating Committee, 1948, and is currently a member of the Publications Committee.

CONEY, DONALD, librarian and professor of librarianship, University of California, Berkeley, 1945-date. A.B., University of Michigan, 1925; A.M. in L.S., 1927; on the staff of the University of Michigan Library, 1920-27; librarian, University of Delaware, 1927-28; assistant librarian, University of North Carolina, 1928-31; assistant director and professor, North Carolina, 1931-32; supervisor of technical processes, Newberry Library, Chicago, 1032-34; lecturer in library administration, University College, University of Chicago, 1933-34; instructor, University of Illinois Library School, 1937; visiting professor, Graduate Library School, University of Chicago, summers of 1935 and 1941; librarian, University of Texas, 1934-45; member: Bibliographical Society of America; American Library Institute; author: (with others) *Report of the Survey of the Indiana University Library* (Chicago, A.L.A., 1940); "Scientific Management and University Libraries" (In *Management Problems,* ed. by G. T. Schwenning. University of North Carolina Press, 1030); "The Administration of Technical Processes (In *Current Issues in Library Administration,* ed. by C. B. Joeckel. University of Chicago Press, 1939); frequent contributor to professional periodicals. Mr. Coney is a member of the University Libraries Section of A.C.R.L.

KEMP, FRANCES G., librarian, Reed College, Portland, Ore., 1944-date. A.B., Drake, 1920; B.S., Columbia, 1932; M.S., 1941; assistant librarian. Sarah Lawrence College, 1932-41; librarian, Lake Erie College, 1941-44; member: Oregon Library Association (treasurer, 1946-47), American Association of University Women, League of Women Voters, Phi Beta Kappa; author: "Bibliography of Amy Lowell" (*Bulletin of Bibliography,* May 1933-January 1034), "From the Librarian's Office to the Faculty" (*College and Research Libraries,* March 1944). Miss Kemp was 1949 Western Division chairman of the College Libraries Section of A.C.R.L.

LOGSDON, RICHARD H., associate director. Columbia University Libraries, 1948-date. A.B., Western Reserve, 1932; B.S. in L.S., 1934; Ph.D., Chicago, 1942; Adelbert College Library, Western Reserve University, 1929-34; librarian and instructor in library science, Adams State Teachers College, Alamosa, Colo., 1934-39; librarian and associate professor of library science. Madison College, Harrisonburg, Va., 1939-43; head of library science department, University of Kentucky, 1943-44; U.S. Navy, 1944-45; chief librarian, U.S. Office of Education, 1945-46; assistant director, Veterans' Administration Library Service, 1947; assistant director Technical Services, Columbia University Libraries, 1947-48; chairman, A.C.R.L. Publications Committee, 1946-47; president, A.L.A. Library Education Division, 1947; member: A.L.A. Board of Education for Librarianship, 1946-51, A.L.A. Fourth Activities Committee, 1946. Dr. Logsdon is a member of the University Libraries Section of A.C.R.L.

MEALS, FRANCES L., librarian, Colby Junior College, 1946-date. A.B., University of Alaska, 1934; summer school certificate, Library Science, University of Washington, 1935; further study University of Washington, 1935-36; B.S. in L.S., Syracuse University, 1944; librarian, University of Alaska, 1936-43; circulation librarian, Colby Junior College, 1944-46; member: S.L.A., New Hampshire Library Association, Junior College Section A.C.R.L. (vice chairman, 1947-49, chairman, 1949-50, New England Regional chairman 1946-47, 1947-48, 1948-49); Co-editor, *Book Pedlar* (published three times a year by Colby Junior College) 1946-date. While in Alaska, worked on a committee organized under P.N.L.A. and A.L.A. to study libraries in the territory.

MILLER, ROBERT A., director of libraries, Indiana University, 1942-date. A.B., University of Iowa, 1929; B.S., Columbia, 1930; Ph.D., Chicago, 1936; classifier, New York Public Library, 1930-31; supervisor of departmental libraries, State University of Iowa, 1931-36; assistant librarian, University of Nebraska, 1936-37; director of libraries, University of Nebraska, 1937-42; chairman, A.L.A. Finance Committee, 1943-45; member: A.L.A. Council, 1942-46, 1947-48, Indiana Library Association (president, 1948-49), Bibliographical Society of America, Alpha Tau Omega, Phi Beta Kappa. Dr. Miller was chairman of the University Libraries Section of A.C.R.L., 1947-48.

RUSSELL, JOHN R., Librarian, University of Rochester, Rochester, N.Y., 1940-date. Ph.B., Chicago, 1927; A.B. in L.S., Michigan, 1930; reference assistant, University of Michigan, 1928-30; classifier and general assistant, Preparations Division, New York Public Library, 1930-35; chief, Division of Cataloging, U.S. National Archives, 1935-40; chairman, Committee on Aid to Libraries in War Areas, 1941-44; chairman, Cooperative Cataloging Committee, 1936-40; member: A.L.A. Executive Board, 1943-47, A.L.A. International Relations Board, 1935-45, Liaison Committee of A.L.A. and Canadian Library Association, 1945-date, New York Library Association (president, 1945-46; member of Council, 1944-47), New York State Board of Regents' Library Council, 1945-date., Bibliographical Society of America, Society of American Archivists, Rochester Academy of Science (librarian, 1940-date); author: articles on librarianship in library periodicals; editor: *University of Rochester Library Bulletin.* Mr. Russell is a member of the University Libraries Section of A.C.R.L.

HEPINSTALL, FRANCES G., librarian, New York State College for Teachers, Buffalo, 1930-date. B.S. in L.S., Syracuse University, University of Buffalo; M.S. in L.S., Columbia; library assistant, Syracuse University, 1924-28; assistant college librarian, State Teachers College, Shippensburg, Pa., 1928-30. Secretary, A.C.R.L. Teacher-Training Section, 1941-42, 1948-49, chairman, 1949-50.

SHORES, LOUIS, dean, School of Library Training and Service, Florida State University, Tallahassee, 1946-date. A.B., Toledo, 1926; M.S., College of the City of New York, 1927; B.S. in L.S., Columbia, 1928; Ph.D., George Peabody, 1934. Assistant, University of Toledo Library, 1925-26; reference assistant, N.Y. Public Library, 1926-28; librarian and professor of l.s., Fisk University, 1928-33; director, Library School, George Peabody College, 1933-46; teacher summers in library schools of McGill, University of Dayton, Colorado State College of Education; U.S. Army Air Forces, U.S. and overseas, 1942-46; major, Air Corps Reserve, 1946-date; awarded Legion of Merit. Member, N.E.A., Phi Delta Kappa, Kappa Delta Pi, Pi Gamma Mu; associate editor of *Collier's Encyclopedia* since 1946; member first A.C.R.L. Board of Directors; chairman A.C.R.L. Comm. on Budgets and Classification, 1939-42. Author: *Origins of the American College Library 1638-1800; Basic Reference Books,* 2d ed.; *Highways in the Sky;* compiler with W. S. Monroe of *Bibliographies and Summaries in Education.* Contributor to professional journals.

Nominees for Section Officers, 1950-51

College Libraries Section

Chairman: Eileen Thornton, librarian, Vassar College.

Vice-chairman and Chairman-elect: Mary Elizabeth Miller, librarian, Goucher College.

Secretary: Donald B. Engley, associate librarian, Trinity College.

Submitted by College Libraries Section Nominating Committee: Marian F. Adams, chairman; Stith M. Cain, Edna Ruth Hanley, and Edward C. Heintz.

Reference Librarians Section

Vice-chairman and Chairman-elect: Elizabeth Findly, head reference librarian, University of Oregon Library.

Ardis Lodge, librarian in charge of general reference service, University of California at Los Angeles.

Secretary: Agnes L. Reagan, assistant professor, Division of Librarianship, Emory University.

Elizabeth F. Selleck, reference librarian, University of Colorado Libraries.

Submitted by Nominating Committee of the Reference Librarians Section: Winifred B. Linderman, chairman; Katherine Anderson, and Josephine M. Tharpe.

University Libraries Section

Chairman: Frank Lundy, director of libraries, University of Nebraska.

Ralph M. Parker, librarian, University of Missouri.

Secretary: Kathleen R. Campbell, librarian, University of Montana.

Mrs. Margaret E. Spangler, assistant librarian, Pennsylvania State College.

Submitted by Nominating Committee of the University Libraries Section: Stephen A. McCarthy, chairman; Josie B. Houchens, and Stanley West.

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